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2018-2020 Catalog

Mount Saint Mary's University Catalog 2018-2020

This catalog is published to aid the student in making decisions leading to the accomplishment of academic goals. Each student is responsible for becoming acquainted with academic requirements. The rules and regulations stated herein are for information only and in no way constitute a contract between the student and Mount Saint Mary's University. The University reserves the right to make program changes, policy revisions, and fee adjustments at any time and without prior notice. Every effort has been made to ensure the accuracy of the information contained in this catalog. The student should consult the appropriate departments, offices or the published Schedule of Classes for current information.

Accreditation Agencies

Chartered by the State of California in 1925, Mount Saint Mary's University is accredited by:

- The Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges, 985 Atlantic Ave., Suite 100, Alameda, California, 94501, (510)748-9001

California Commission on Teacher Credentialing

The Commission on Collegiate Nursing Education (CCNE)

Commission on Accreditation in Physical Therapy Education (CAPTE)

Information regarding these accreditation agencies is located in the Office of the President, 12001 Chalon Road, Los Angeles, California, 90049

Policy of Zero Tolerance for Harassment, Discrimination and Retaliation/Compliance with Title IX

Federal law and state law, including Title IX of the Educational Amendments Act of 1972, prohibit harassment and discrimination against students and employees on the basis of protected characteristics, including, but not limited to: sex, sexual orientation or preference, gender, gender identity, race, color, religion, national origin, creed, citizenship status, ancestry, age, marital status, pregnancy, childbirth or related medical conditions, medical conditions including genetic characteristics, mental or physical disability, and military or veteran status. Mount Saint Mary's University

is concerned about the safety and well-being of its employees and students, and is committed to providing an environment that is free from harassment, discrimination and retaliation on the basis of these protected characteristics, and any other characteristic protected by federal, state or local law, ordinance or regulation. To this end, the University strictly prohibits all forms of unlawful harassment (including sexual harassment), discrimination or retaliation in any form, as well as dating violence, domestic violence and stalking. Anyone who violates this policy of zero tolerance is subject to appropriate disciplinary action, up to and including immediate termination or dismissal.

Unlawful Discrimination Defined

Unlawful discrimination occurs when an individual's protected characteristic is used as a basis for adverse decisions affecting that individual. Discrimination encompasses a wide range of conduct. Examples of specifically prohibited conduct include, but are not limited to:

- Terminating an individual's employment based on a protected characteristic;
- Refusing a request for time off based on a protected characteristic;
- Denying housing or other benefits based on a protected characteristic; and
- Assigning an undeserved low grade based on a protected characteristic.

Unlawful Harassment Defined

Unlawful harassment includes all forms of unwelcome verbal, physical and visual conduct and displays that are based on any of the above mentioned protected characteristics and which are sufficiently severe or pervasive from the objective standpoint of a reasonable person to interfere with performance and/or create an offensive or hostile environment. Harassment can take many forms. Following are some examples that may constitute harassment:

- a. Verbal harassment such as jokes, epithets, slurs and unwelcome remarks about an individual's body, dress, clothing, race, physical appearance or abilities, derogatory comments, discussions of a sexual nature and/or harassing remarks based on any protected characteristic;
- b. Physical harassment such as physical interference with normal activity, impeding or blocking movement, assault, unwelcome physical contact or touching, staring at a person's

body, and threatening, intimidating or hostile acts that relate to any protected characteristic; and

c. Visual harassment such as offensive or obscene e-mails, instant messaging, web blogs, photographs, calendars, posters, cards, cartoons, drawings and gestures, displays with sexually suggestive or lewd objects, unwelcome letters or notes or any other graphic material that denigrates or shows hostility or aversion toward an individual because of the individual's protected characteristics.

The conduct can occur in any school program or activity and can take place in classrooms, school facilities, dorms, or at off-campus locations.

Sexual Harassment Defined

Sexual harassment is unwanted sexual advances, requests for sexual favors, or visual, verbal, or physical conduct of a sexual nature that is sufficiently severe or pervasive from the objective standpoint of a reasonable person to interfere with performance and/or create an offensive or hostile environment, or when submission to such conduct is made a term or condition of employment or the educational relationship, or used as a basis for employment or education decisions affecting the individual. Sexual harassment also includes sexual violence, which, in addition to violating this zero tolerance policy, is a crime.

Sexual harassment, including sexual violence, encompasses a wide range of conduct. Examples of specifically prohibited conduct include, but are not limited to:

- Promising, directly or indirectly, a reward, if a student or employee complies with a sexually oriented request;
- Threatening, directly or indirectly, retaliation if a student or employee refuses to comply with a sexually oriented request;
- Denying, directly or indirectly, a student an education-related opportunity, if the student refuses to comply with a sexually oriented request;
- Engaging in sexually suggestive conversation or sexual contact or touching with a student or employee;
- Displaying pornographic or sexually oriented materials;
- Telling sexual or "dirty" jokes;
- Engaging in indecent exposure;
- Making unwanted sexual or romantic advances toward a student or employee;

- Spreading sexual rumors or rating other students or employees as to sexual activity or performance; or
- Physical conduct such as assault, touching, or blocking normal movement.

When involving students, the conduct can occur in any school program or activity and can take place on campus, in classrooms, school facilities, dorms, or at off-campus locations.

Dating Violence/Domestic Violence and Stalking

Dating/domestic violence is a pattern of abusive behaviors used to exert power and control over a partner.

Dating/domestic violence can be physical, sexual, emotional, economic or psychological actions or threats of actions that influence another person. This includes any behaviors that intimidate, manipulate, humiliate, isolate, frighten, terrorize, coerce, threaten, blame, hurt, injure or wound someone. Stalking is a pattern of behavior that makes you feel afraid, nervous, harassed or in danger. It is when someone repeatedly contacts you, follows you, sends you things, talks to you when you don't want them to or threatens you. In addition to violating this zero tolerance policy, dating violence, domestic violence and stalking are crimes.

Zero Tolerance Policy

The University strictly prohibits all forms of unlawful harassment (including sexual harassment and sexual violence), discrimination or retaliation in any form. Anyone who violates this policy of zero tolerance is subject to appropriate disciplinary action, up to and including immediate termination or dismissal.

Complaint Procedure and Investigations

It is the responsibility of each individual in the University community to assure that prohibited harassment, discrimination or retaliation does not occur. If anyone believes that he/she is being harassed, discriminated or retaliated against, that individual shall immediately make a complaint including the facts of the incident(s) and the name(s) of the party(s) involved to one of the following Zero Tolerance intake officers: Human Resources Director; Assistant Human Resources Director; Provost and Academic Vice President; Associate Provost; Vice President of Student Affairs; Associate/Assistant Vice President of Student Affairs; Dean of Student Life (Chalon & Doheny); Dean of the Baccalaureate Program; Dean of the Associate in Arts Program; Dean of the Graduate Division; Dean of the Weekend/Evening College; Director of Campus Security; or the University's Title IX Coordinator. The complaining individual is strongly encouraged to put the report in writing and include relevant facts, dates and witnesses.

The complaining individual may be asked whether they want the University to attempt an informal resolution, or whether they want to initiate a formal complaint under the policy. All formal complaints of harassment, discrimination or retaliation made against any student, employee, or third party will immediately be investigated and investigations will be conducted in a discreet manner. Investigations will include interviews of the complaining party, the accused party, and others as appropriate. Such interviews will be aimed at providing both parties an opportunity to present evidence and explain his or her version of the events. Information obtained from the investigation will be disclosed only on a need-to-know basis. At the conclusion of the investigation, the University will determine whether, based upon a preponderance of the evidence, unlawful harassment, discrimination or retaliation has occurred and will communicate its findings in writing to the accused and the complainant. When appropriate and lawful, the University will communicate its findings to other persons who are directly concerned.

The University will complete each investigation as expeditiously as possible, but will take as much time as necessary to ensure a thorough investigation.

Any member of the University community who is determined to have violated this zero tolerance policy will be subject to appropriate discipline, up to and including immediate termination or dismissal. Steps will be taken as necessary to prevent any further harassment, discrimination or retaliation.

Students who make complaints under this policy will generally be directed to the University's Title IX Coordinator so that all complaints can be quickly and fairly resolved. Affected students may also direct complaints to the U.S. Department of Education Office for Civil Rights (1- 415- 486- 5555). Affected employees also may direct complaints to federal Equal Employment Opportunity Commission ("EEOC") (1- 800- 669- 4000) and/or the California Department of Fair Employment and Housing ("DFEH") (1- 800- 884- 1684).

No Retaliation

The University takes all complaints of harassment, discrimination and retaliation seriously and wants the opportunity to internally resolve any problems that may arise. No individual will be retaliated against or otherwise disciplined for reporting in good faith an incident of harassment, discrimination or retaliation or for participating in an investigation. The reporting individual and all parties participating in an investigation have the assurance of the

University that no reprisals will be taken as the result of the complaint, unless the complaint was filed in bad faith or for an improper purpose. If any individual feels he/she has been retaliated against, he/she should immediately report the retaliatory conduct.

Use of Drugs or Alcohol

The use of alcohol or drugs will never function to excuse behavior that violates this zero tolerance policy.

Disability Policy

Mount Saint Mary's University, in compliance with state and federal laws and regulations including the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 (Section 504), does not discriminate on the basis of disability and provides reasonable accommodations to individuals with disabilities in the administration of its education-related programs and activities. We have an institutional commitment to provide equal educational opportunities for students with disabilities who are otherwise qualified. Mount Saint Mary's ADA/Section 504 Grievance Procedure is located in the Student Handbook and copies can be obtained upon request in the Campus Learning Centers or the Offices of Student Affairs. The policy may also be viewed on the University web site at <http://www.msmu.edu/student-life/disability-services/>

Privacy Policy

Mount Saint Mary's University complies with the provisions of the Family Educational Rights and Privacy Act of 1974.

Academic Calendar

2018-2019 Academic Year

Fall Semester, 2018

Chalon Orientation	TBA
Doheny Orientation	TBA
Transfer Orientation	TBA
Weekend/Evening Orientation	TBA
Graduate Orientation	TBA
Fall Semester begins	August 20
Labor Day Holiday	September 3
Mid-Semester Break	October 11-12
Thanksgiving Holiday	November 22-23

Finals	December 3-6	Thanksgiving Holiday	November 28-29
		Finals	December 9-13
Spring Semester, 2019		Spring Semester, 2020	
Chalon Orientation	TBA	Chalon Orientation	TBA
Doheny Orientation	TBA	Doheny Orientation	TBA
Transfer Orientation	TBA	Transfer Orientation	TBA
Weekend/Evening Orientation	TBA	Weekend/Evening Orientation	TBA
Graduate Orientation	TBA	Graduate Orientation	TBA
Spring Semester begins	January 7	Spring Semester begins	January 13
Martin Luther King Holiday	January 21	Martin Luther King Holiday	January 20
Presidents Day Holiday	February 18	Presidents Day Holiday	February 17
Spring Break	February 25-March 1	Spring Break	March 9-13
Good Friday, no classes	April 19	Good Friday, no classes	April 10
Easter Monday (Academic Holiday)	April 22	Easter Monday (Academic Holiday)	April 13
Finals	April 29-May 2	Finals	May 4-8
Graduate Commencement	TBA	Graduate Commencement	TBA
Undergraduate Commencement	May 6	Undergraduate Commencement	May 11
2019-2020 Academic Year		Summer Session Calendars	
Fall Semester, 2019		Consult the Registrar's Office or the specific program office for more information regarding the summer calendars for the Weekend/Evening College, A.D.N., Accelerated Nursing, and Graduate programs offered during summer sessions.	
Chalon Orientation	TBA		
Doheny Orientation	TBA		
Transfer Orientation	TBA		
Weekend/Evening Orientation	TBA		
Graduate Orientation	TBA		
Fall Semester begins	August 24		
Labor Day Holiday	September 2		
Mid-Semester Break	October 17-18		

The University

History of Mount Saint Mary's University

Mount Saint Mary's University offers a Catholic liberal arts education in a variety of undergraduate fields of study, as well as innovative graduate programs for professional men and women on two historic Los Angeles campuses.

Founded in 1925 by the Sisters of St. Joseph of Carondelet, the original campus was located at St. Mary's Academy, at Slauson and Crenshaw Boulevards in Los Angeles. Property was purchased in the Santa Monica Mountains in 1927 and that site in Brentwood became the Chalon Campus which is home to the University's traditional baccalaureate degree programs.

The Doheny Campus near Downtown Los Angeles, once the historic Doheny estate, opened in 1962. It offers graduate, educational credential, accelerated nursing, baccalaureate weekend college and associate degree programs, many in an evening and weekend format.

Mission Statement

Mount Saint Mary's University offers a dynamic learning experience in the liberal arts and sciences to a diverse student body. As a Catholic University primarily for women, we are dedicated to providing a superior education enhanced by an emphasis on building leadership skills and fostering a spirit to serve others. Our measure of success is graduates who are committed to using their knowledge and skills to better themselves, their environments, and the world.

The Religious Commitment

The Catholic commitment of the University manifests itself in many ways. It is found in opportunities for worship. It is found in academic programs where ethical considerations are examined and faith and reason intersect. It is found in the way the University aspires to remarkable service and values each member of the community. It is found on both campuses where beauty and environmental concerns are palpable. Thus, the University embodies convictions supportive of lives of commitment and Christian concern in a secular society.

Student Affairs

The Division of Student Affairs furthers the mission of Mount Saint Mary's University through programs, services

and policies designed to empower students as leaders, learners and advocates of a just society. Students on both campuses are invited to participate in a wide variety of religious, social and leadership programs and access services in career counseling, on-campus living, health and wellness, and learning support. Details of these services and activities are contained within the Student Affairs section of the baccalaureate program and the Student Affairs section of the associate program.

The Alumnae Association

The Alumnae Association supports the mission and goals of the University by strengthening the bond of loyalty between the University and its former students. This relationship is maintained by communications, continuing education, social events, and fundraising.

The Alumnae Association is a member of the Council for Advancement and Support of Education. Its members qualify for membership in the American Association of University Women; the International Federation of Catholic Alumnae; Kappa Gamma Pi, the honor society for outstanding graduates from Catholic colleges; and Delta Epsilon Sigma, honor society for graduates of Catholic universities and colleges.

Undergraduate Degree Programs

Institutional Student Learning Goals and Outcomes - Undergraduate

(ILG #1) Disciplinary Expert: Mount graduates will demonstrate the knowledge, skills and dispositions required of their chosen discipline.

(ILO #1) Disciplinary Competence: Mount graduates will demonstrate competence in techniques, concepts and knowledge specific to their chosen discipline.

(ILG #2) Complex Thinker: Mount graduates will be able to apply investigation, critical thinking, and analytic and

decision-making skills to identify and solve problems effectively.

(ILO #2) Critical Thinking: Mount graduates will be able to identify, analyze, evaluate, and construct arguments.

(ILO #3) Quantitative Reasoning: Mount graduates will be able to apply college-level mathematical reasoning to analyze and explain real world issues.

(ILO #4) Information Literacy: Mount graduates will demonstrate the skills required to find, retrieve, evaluate, and use information effectively and ethically.

(ILG #3) Clear Communicator: Mount graduates will be able to effectively convey ideas, opinions, and facts in written and oral form.

(ILO #5) Written and Oral Communication: Mount graduates will be able to effectively express ideas in written form and oral form.

(ILG #4) "Dear Neighbor": Mount graduates are prepared to ethically live, work, serve and lead within diverse local, national, and global communities.

(ILO #6) Women and Gender: Mount graduates will critically evaluate the roles of women and/or gender in society.

(ILO #7) Spirit of the Founders: Mount graduates will analyze and apply ideas and theories of social justice, human rights, ethics and engagement in light of the CSJ Mission and the Catholic Intellectual Tradition.

(ILO #8) Community: Mount graduates will critically analyze and apply disciplinary perspectives and contexts to the studies of communities, in order to build a sense of responsibility and skills necessary to serve.

(ILO #9) Global Awareness and Understanding: Mount graduates will evaluate or apply modes of academic inquiry to historical and/or current global contexts.

(ILO #10) Leadership: Mount graduates will apply various approaches to leadership to affect positive change in their local and global communities.

(ILO #11) Diversity: Mount graduates will know how to articulate and engage transformative frameworks and communication exchanges that promote social justice, diversity, inclusion and equity.

Undergraduate Degree Program Descriptions

Associate Degree Programs

Through the Associate degree programs on the Doheny Campus and Fully Online, students have the opportunity to develop academic competencies and enhance their self-development through involvement on and off campus. Faculty and staff offer excellence in their specialized fields and show concern for the individual student.

Courses of study are offered which lead to the degrees of Associate of Arts and Associate of Science. Primarily these degrees are offered on the Doheny campus.

All students entering an Associate degree program are required to complete placement tests in reading, writing, and math prior to registering for classes. Four semesters are usually required to complete the an Associate degree; students who require supplemental work in mathematics or English may need one or two additional semesters.

This program is designed to prepare students for transition to a Baccalaureate program on the Chalon Campus or another institution or direct entry into a career after graduation.

Baccalaureate Degree Programs

Mount Saint Mary's University offers courses of study leading to the degrees of Bachelor of Arts and Bachelor of Science. Primarily these are offered at the Chalon Campus.

Within the liberal arts tradition, the curriculum provides the student with a broad and liberating background in the arts and sciences, and aims at developing his or her ability to communicate knowledge and to apply appropriate principles and techniques to particular problems. During the junior and senior years, the students pursue deeper study in their major areas of concentration and take related elective courses.

Baccalaureate Weekend\Evening College

The Weekend\Evening College on the Doheny Campus of Mount Saint Mary's University and the Fully Online Program is an innovative approach to learning that provides working adults with the opportunity to earn a Bachelor of Arts degree with majors in Applied Psychology, Liberal Arts, English, Religious Studies, English and Business Administration, Film & Media, or a Bachelor of Science degree with a major in Business Administration (also available Fully Online), Social Work and Criminology (also available Fully Online). Students can earn their degrees while continuing to fulfill their full-time obligations to their careers and families.

The Weekend\Evening College is a complete college experience, based on traditional curricula whose content has been organized in new ways and then redistributed so that

classes, which would traditionally be spread out evenly over a full-semester, are concentrated into six intensive weekends. These weekends are non-consecutive and are scheduled in such a way that there is a space of at least two weeks between each class weekend. Adult students, even if they work full-time during the week and have, in addition, family and personal obligations, are nevertheless able to perform comfortably and successfully if they have developed a reasonable degree of maturity and motivation. Those who take three live weekend courses per semester spend the whole day in classes on both Saturday and Sunday on each of the six non-consecutive weekend sessions. We also offer courses in the evening and online in order to meet the needs of our students.

The program is designed for both men and women, part-time or full-time students, and for those who bring with them transfer credits from other colleges as well as students who are just beginning their college education. Teachers who exemplify Mount Saint Mary's academic excellence Monday through Friday also teach courses with low student-teacher ratios on weekends in the Weekend and Evening College. Students who receive their Bachelor's Degree from the Weekend\Evening College (spend comparable hours in the classroom), receive the same outstanding quality of instruction, and graduate possessing the same high level of knowledge and skills as the graduates of all the programs at Mount Saint Mary's renowned University.

Graduate Degree Programs

Master's Degree Programs

Since 1931, the graduate division of Mount Saint Mary's University has extended and deepened the work of the undergraduate departments by offering to qualified men and women the opportunity to pursue advanced courses and to obtain professional preparation.

Mount Saint Mary's University offers the following graduate degree programs:

Master of Arts in Humanities (p. 71)

Master of Arts in Religious Studies (p. 71)

Master of Business Administration (p. 71)

Master of Science in Counseling Psychology (p. 71)

Master of Science in Education (p. 71)

Master of Science in Health Policy and Management (p. 71)

Master of Science in Nursing (p. 71)

Master of Fine Arts in Film, Television & Photography (p. 71)

Master of Fine Arts in Creative Writing (p. 71)

Teacher Credentialing Programs

The graduate division also offers courses and fieldwork experiences that prepare the student for a California Teaching Credential in **Elementary Education, Secondary Education, or Special Education** (Mild/Moderate Disabilities or Deaf and Hard of Hearing). These programs may be completed in conjunction with a Master of Science degree in Education. A Master of Science in Education and Certificate in Instructional Leadership are offered for experience teachers.

Doctoral Degree Programs

Doctor in Physical Therapy - The Doctor of Physical Therapy (DPT) degree is an entry level professional program. It is a three-year program requiring full-time study. The curriculum integrates clinical and classroom experiences to maximize development of clinical reasoning skills.

Institutional Student Learning Goals and Outcomes - Graduate

(ILG #1) Disciplinary Expert: Mount graduates will demonstrate the knowledge, skills and dispositions required of their chosen discipline.

(ILO #1) Disciplinary Competence: Mount graduates will demonstrate competence in techniques, concepts and knowledge specific to their chosen discipline.

(ILG #2) Complex Thinker: Mount graduates will be able to apply investigation, critical thinking, and analytic and decision-making skills to identify and solve problems effectively.

(ILO #2) Critical Thinking: Mount graduates will be able to assess, analyze, synthesize and evaluate information effectively.

(ILO #3) Information Literacy: Mount graduates will demonstrate research skills and methods through the ability to gather, document, investigate, analyze, interpret and evaluate information.

(ILG #3) Clear Communicator: Mount graduates will be able to effectively convey ideas, opinions, and facts in written and oral form.

(ILO #4) Written and Oral Communication: Mount graduates will be able to effectively express ideas in written form and oral form.

(ILG #4) “Dear Neighbor”: Mount graduates are prepared to ethically live, work, serve and lead within diverse local, national, and global communities.

(ILO #5) Women and Gender / Diversity: Mount graduates will be aware of the roles of women and gender, or other diverse populations in their disciplines and in society.

(ILO #6) Spirit of the Founders: Mount graduates will contribute to their field in a way that honors the Catholic Intellectual Tradition as expressed in the CSJ mission of serving God and Neighbor as one, advancing core values of social justice, human rights and/or engagement. ()

(ILO #7) Community: Mount graduates will develop interdependent, mutually respected relationships in service of the common good.

(ILO #8) Global Awareness and Understanding: Mount graduates will be prepared to live, work and lead in a global community.

(ILO #9) Ethics: Mount graduates will demonstrate the skills to address the moral and ethical challenges within their chosen profession.

Graduate Degree Program Descriptions

Masters Degree Programs/Teacher Credential Programs

Since 1931, the graduate division of Mount Saint Mary’s University has extended and deepened the work of the undergraduate departments by offering to qualified men and women the opportunity to pursue advanced courses and to obtain professional preparation.

Students may earn the degrees of Master of Arts in Humanities, Master of Arts in Religious Studies, Master of Business Administration, Master of Science in Counseling Psychology, Master of Science in Education, Master of Science in Health Policy and Management, Master of Science in Nursing, Master of Fine Arts in Creative Writing, and Master of Fine Arts in Film, Television & Photography, and

The graduate division also offers courses and fieldwork experiences that prepare the student for a California

Teaching Credential in Elementary Education, Secondary Education, or Special Education (Mild/Moderate Disabilities or Deaf and Hard of Hearing). These programs may be completed in conjunction with a Master of Science degree in Education. A Master of Science in Education and Certificate in Instructional Leadership are offered for experience teachers.

Doctoral Degree Program

Doctor in Physical Therapy

The Doctor of Physical Therapy (DPT) degree is an entry level professional program. It is a three-year program requiring full-time study. The curriculum integrates clinical and classroom experiences to maximize development of clinical reasoning skills.

Certificate Programs

Graduate Certificates

Graduate Certificate Programs are offered in Religious Studies (Advanced Religious Studies), Education (Inclusive and Responsive Teaching; Instructional Leadership), Counseling Psychology (Enlaces: Counseling the Spanish-Speaking Client), and the Humanities (English, Creative Writing, Cultural Studies, and History). A Post-MSN Certificate in Adult Gerontology Clinical Nurse Specialist is also offered. Requirements for the Certificate Programs are listed in the respective graduate sections of this catalog.

Undergraduate Certificates

Gerontology

Gerontology is the scientific study of aging. The aging processes are studied mainly from the aspects of biology, psychology and sociology, but there are added ethical, religious, and humanistic dimensions as well. This certificate program is currently on hiatus.

Library Facilities

The Charles Willard Coe Memorial Library, located on the Chalon Campus, is the principal library of Mount Saint Mary’s University. Constructed in 1947, the Coe Library houses the majority of print library materials for both campuses and also houses the Instructional Media Center, an Office of Institutional Technology, administered repository for non-print media, and the hardware necessary to non-print media use. The facility is intended primarily for individual and small group use but also circulates its sound and image collections for use in the classroom. There is a Computer Lab on the 4th floor and a 24 hour computer lab and study room on the 2nd floor.

The J. Thomas McCarthy Library on the Doheny Campus is housed in the Sr. Magdalen Coughlin Learning Complex.

The libraries serving the two campuses currently hold over 130,000 volumes and carry subscriptions to over 800 periodicals. Moreover, the libraries contain over 5500 titles of non-print media material. Print and non-print materials are lent from one library to the other to accommodate the changing curriculum and to meet the needs of faculty and students, who are also permitted to use both collections in person. The libraries hold subscriptions to a number of bibliographic and full-text on-line databases in a wide variety of academic subject areas. Please consult the Libraries' Research Resources WebPages for a list of current subscriptions.

Center for Cultural Fluency

The Center for Cultural Fluency is housed within the J. Thomas McCarthy Library on the Doheny Campus. Established by the Education Department in 1995, the Center provides education students and teachers in Los Angeles with instructional materials for K-12 classrooms that portray the experiences and perspectives of the diverse cultures of Los Angeles. In addition to fiction and nonfiction books, the instructional materials collection includes videos, audiocassettes, pictures, posters, and software. Through the use of these materials, teachers expand their cultural fluency and provide more inclusive classroom environments and curricula.

Archives

The Archives Office holds university records, both administrative and academic, and other types of evidences, written and pictorial, associated with the history of the University. The Special Collections comprise notable holdings of the works of Cardinal Newman and western writer Frank Spearman. These are complemented by rare books and early editions of the Bible, St. Augustine, missals, theology, lives of the saints, devotional treatises as well as the classics, European and American history and literature. The Archives and Special Collections, located on the first floor of the Coe Library, are open Tuesday through Thursday mornings and by appointment.

Family Education Rights and Privacy Act (FERPA)

In order to safeguard student educational records, Congress passed the Buckley Amendment in 1976. The Buckley Amendment is the basis of the Family Educational Rights and Privacy Act in which schools are charged with upholding the safety of student information. The primary focus of

FERPA is to ensure that a student has reasonable access to his/her educational records and along with this openness must come the assurance of the privacy of the record. All information belongs to the student and cannot be released without written permission. The only exception to this written permission clause pertains to what the institution defines as directory information. Directory information is information the institution may publish and distribute without written consent. Mount Saint Mary's University considers the following items directory information:

Name
Address
Phone Number
Class
Major
Campus of Attendance
Degree Program
Degree(s) and Awards Received
Enrollment Status/Dates of Attendance

Students have the right to withhold all information, directory and non-directory, and can do this by filing an Information Hold Request with the Registrar's Office. Requests to withhold information are granted for one semester. See current Student Handbook for more information.

Sexual Harassment

Mount Saint Mary's University recognizes and values the inherent human dignity of every individual. MSMU is committed to creating and maintaining a collegial environment which does not allow sexual harassment within or connected to the operation of this institution. Sexual harassment, in all its forms, will not be tolerated and MSMU is committed to ensuring that all faculty, staff, and students are given a safe and comfortable environment in which to develop and work to their full capacity. MSMU will take all reasonable steps to prevent harassment: to educate members of the university community about the issue; to promptly respond to allegations of harassment; and to discipline those who do not comply with the MSMU policy. Faculty, staff, and students have a legal right to raise the issue of sexual harassment without fear of retaliation. Supervisors shall take every complaint of sexual harassment seriously and all complaints will be appropriately investigated. Procedures for administration of this policy are described in the appropriate section of the Faculty Handbook, the Staff Handbook, and the Student Handbook.

For a complete description of the University's Policy of Zero Tolerance for Harassment, Discrimination and Retaliation/Compliance with Title IX (p. 4), see the Student Handbook, MSMU Title IX Portal or request a copy of the document from the Office of Student Affairs.

Disability Policy

Mount Saint Mary's University, in compliance with the state and federal laws and regulations including the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 (Section 504), does not discriminate on the basis of disability in administration of its education-related programs and activities. We have an institutional commitment to provide equal educational opportunities for students with disabilities who are otherwise qualified. Students who believe they have been subjected to discrimination on the basis of disability, or have been denied access to services or accommodations required by law, should contact the appropriate campus disability services coordinator for resolution. Mount Saint Mary's ADA/Section 504 Grievance Procedure is located in the Student Handbook and copies can be obtained upon request in the Campus Learning Centers or the Offices of Student Affairs. The policy may also be viewed on the university web site at www.msmu.edu/disabilityservices.

Technology Policy

This policy encompasses the use of the computer network and non-networked campus computers, e-mail, voice-mail, phone systems, Internet, Intranet, and the World Wide Web.

In support of its mission of preparing students for leadership in society and encouraging them to develop the intellectual competence and receptivity to new ideas necessary for concerned citizenship, the University maintains technology systems that allow students, faculty, administrators, and staff to pursue academic excellence and innovation through technology. The intent of this policy is to set down guidelines for all users of technology at Mount Saint Mary's University. This policy will be included in the Student Handbook, the Faculty Handbook, and the Staff Policies and Procedures Handbook. Violations by students will be evaluated by Student Affairs; violations by staff will be evaluated by the department head or Human Resources; and violations by faculty will be evaluated by the Academic Vice President. Cases potentially involving constitutionally protected free speech will be reviewed by the Academic Freedom Committee.

In keeping with the Catholic tradition of the University, all technology users are expected to uphold high ethical standards and adhere to the policy guidelines set out in the policy. Those violating the Technology policy may face penalties that may include restrictions on their use of technology or more severe sanctions, if circumstances warrant. All users of Mount Saint Mary's University computer technology, by activating their account and logging into applications, understand and agree to abide by the

policy. For a complete document of the policy, please contact the Office of Student Affairs.

Legal Responsibility of the University

The University endeavors to safeguard students in the use of physical facilities, laboratories, and athletic equipment. It is clearly understood that students who use university facilities do so entirely at their own risk. The University has no legal responsibility for injury or other damages suffered by students on or off campus, or in travel to and from such activities, or for any expenses in connection therewith.

The Campuses

The Chalon Campus

The Chalon Campus is an impressive multi-level complex of buildings and gardens on a thousand-foot ridge overlooking the Pacific Ocean, the Getty Center and close to cultural enrichment and recreation. The architecture is white Spanish colonial, with arched walkways connecting many of the buildings. Mary Chapel occupies the central position on campus with wide stone stairways approaching it on two sides.

In the Charles Willard Coe Library, students have free access to library stacks and to special collections of art, music, and literature. The rare book treasury contains, among other rare editions, a fine collection of documents and manuscripts relating to the Oxford Movement and to John Henry Newman. Also housed in the library is the Instructional Media Center.

The Administration Building accommodates the offices of the President, Academic Vice President/Provost, Registrar, Student Accounts, Admissions, and science classrooms and laboratories.

The five-story Humanities Building contains classrooms, conference rooms, Chief Financial Officer, the Office of Student Financing, the Academic Advisement Center, Campus Ministry, special facilities for the Music Department, faculty, student, and administrative offices, the Learning Center, and the Health Services Center. The Campus Center which comprises nearly the entire first floor of the Humanities Building is used for social and academic functions.

Jose Drudis-Biada Hall, the art building, contains the fitness studio, art galleries, faculty offices, classrooms, studios, and Human Resources.

The Women's Leadership and Student Involvement office, Student Lounge, cafeteria and bookstore are located on the ground floor of Leavey Commons

The Chalon campus has 5 residence halls that provide living accommodations for approximately 475 students. 2 floors are designated as male housing spaces. Residents may select from single rooms, doubles, triples, and quadruple rooms. Social lounges, study lounges, laundry facilities, and computer labs are conveniently located in the residence halls. A full kitchen is located in Rossiter and Aldworth halls, and warming kitchens are provided in Brady and Carondelet halls.

An outdoor swimming pool, tennis courts, and a fitness center are located at the north end of the campus. A residence for the Sisters of St. Joseph is located north of the swimming pool and tennis courts. Parking is available in various areas on campus and in the parking structure which is located south of the Drudis-Biada Hall. To view a map of the campus click on Chalon map.

The Doheny Campus

The University expanded to a second campus in 1962. The Doheny Campus at Chester Place, near the intersection of the Harbor and Santa Monica Freeways, is located on property formerly owned by Edward L. Doheny and his wife, the Countess Estelle Doheny for whom the campus has been named. The two city blocks of Victorian residences in their setting of exotic trees and flowers have been converted to educational purposes. The Doheny Campus extends the educational opportunities which Mount Saint Mary's University offers.

The northern part of the campus has been designated as the **faculty area**. Two of the Victorian residences, Buildings 1 and 2, have been converted to house most of the faculty offices, the office of the Weekend and Evening College, the Spiritual Development Program and the Dean of Associate Degree Programs. The Education Department is in Building 20 and the Psychology Department in Building 1.

The **classroom and learning area** of the campus is contained mainly in four buildings. Built in 1965 and renovated in 2006, the Ahmanson/Weingart Hall (Building 4) is a classroom building containing The Rose Hills Auditorium, smart technology classrooms, and science laboratories. In 1996 the Sr. Magdalen Coughlin Learning Complex was built (Buildings 3, 5, and 6) which house the McCarthy Library, the Cultural Fluency Center, the Learning Resource Center, a computer lab, student health center, nursing and physical therapy labs, and classrooms.

The **student activities and affairs** sector of the campus is contained in three buildings. The Carriage House for the Mansion (Building 8.5) has been renovated to contain the fitness center with access to the pool and tennis courts, the commuter lounge, and the physical plant offices. Building 7 contains the offices for Campus Ministry, Student Activities, ISAE, and Student Affairs. The second floor of Building 11 contains the offices of Women's Leadership and Career Services.

Two of the Victorian homes house most of the **Administrative Support Services**. Building 10 contains the office for the Graduate Dean, the Graduate Transition Center, Graduate Admissions and the Office of Institutional Planning and Research. The historic Doheny mansion (Building 8) houses Institutional Advancement, Public Relations, and Alumnae Relations Offices. Building 10.5 houses a mail room, copy center, and art classroom.

745 W. Adams contains student service offices including Admissions, Registrar's Office, Student Financing, Academic Advisement, Student Accounts and Information Technology.

There are 5 different residential spaces on campus. Students have the opportunity to live in McIntyre and Hannon Halls, and in residential spaces in Buildings 7 and 20, and House 8 ½. Lounge areas, warming kitchens and laundry facilities are conveniently available in the residence halls.

Parking areas are on the Chester Place Mall, in campus lots, and in the Ken Skinner Parking Pavilion.

Building 17 houses the Child Development Center and the W. M. Keck Toddler Center, state-funded child care centers for young children. These centers serve students of diverse ethnic, linguistic, and social backgrounds from the surrounding area. Students in the Early Childhood and other programs fulfill assignments in child observation and participation at the Centers. Da Camera and faculty offices are also housed in this building. To view a map of the campus click on Doheny map.

General Information

Admission

Admission to the Undergraduate Degree Programs

Admission to the Associate in Arts Degree Program

The Associate in Arts Degree Program at Mount Saint Mary's University is offered on the Doheny Campus. Students may seek a traditional Associate in Arts (A.A.) degree or a specialized A.A. degree in a professional program. The Associate in Arts Degree Program is only open to women while the specialized programs for Adults in Nursing (A.D. N) is open to both men and women.

The Nursing Program specialization within the Associate Degree program has specific requirements for admission. Please refer to the appropriate section of the catalog for these requirements. In all cases students must be admitted to Mount Saint Mary's University prior to admission to any specialized program. A student may be admitted to the associate degree program and begin to take the prerequisites required for this specialization.

Candidates for admission to the Associate Degree Program are evaluated on the basis of their high school coursework and record (or either GED or High School Proficiency Exam), other college coursework and record (for transfers), test scores, academic reference, and the essay. Interviews are strongly recommended for serious candidates. A profile of the academic qualifications of the most recent entering class is available from the Admissions Office. The requirements and procedures are detailed in the next section of this catalog.

Admission to the Traditional Baccalaureate Degree Programs

The Traditional Bachelor of Arts and the Bachelor of Science degree programs are offered on the Chalon campus. All undergraduate majors are open to women; men may be admitted only to the Nursing program. Transfer students interested in the nursing program must meet additional requirements for admission to that program. Please see the appropriate section of this catalog for those requirements.

Candidates for admission to the Baccalaureate programs are evaluated on the basis of their high school coursework and record (or either GED or High School Proficiency Exam), other college coursework and record (for transfers), test scores, academic reference, and the essay. Interviews are strongly recommended for serious candidates. A profile of the academic qualifications of the most recent entering class is available from the Admissions Office. The requirements

and procedures are detailed in the next section of this catalog.

Undergraduate Admission Procedures

All documents should be sent to:

Admissions Office
Mount Saint Mary's University
12001 Chalon Road
Los Angeles, CA 90049.

Freshman Admission Procedures to the Associate or Baccalaureate Degree Programs

Application files for admission will be evaluated when the following documents have been received. Please note: The Early Action deadline for freshman admission for the Fall semester is December 1. The priority deadline for freshman admission for the Fall semester is February 15 and November 1 for Spring admission.

1. **Applications and all supporting documents** should be submitted online, post-marked, or received in the Admission Office by the deadline. Applicants completing files after the priority date will be considered if space in the class remains. A completed and signed Mount Saint Mary's University application or Common Application and \$50 application fee or fee waiver (from the high school counselor) is required. The application fee is not refundable and may not be applied toward tuition.
2. **Official transcripts** of high school work should be sent directly to the Admission Office from the high school, as well as any colleges attended. Transcripts should show coursework through the junior year in high school. Senior year grades may be required of some candidates.
Transcripts become the property of Mount Saint Mary's University and cannot be returned to the applicant or sent to another institution. A final high school transcript showing evidence of high school graduation is required of enrolling first year students by July 15th. Students who do not submit official transcripts by the July 15th deadline will be administratively dropped from their courses prior to the semester start. A student may replace the high school transcript with an official record of the GED or High School Proficiency Exam.
3. **Scores on the Scholastic Aptitude Test (SAT) or American College Test (ACT)** are required. These may be sent directly from the testing service or may be included on the official transcript from the high school.

4. **An essay** of 250 words or more responding to one of the prompts listed in the Mount Saint Mary's University application for admission or Common Application is required.
5. **An academic reference** from a high school teacher, counselor, principal or school head is required. This may be sent from the recommender to the Admission Office on the form provided with the application, or it may be sent on school letterhead.
6. **A personal statement** describing special circumstances may be included with the application if the information would help the Admission Committee reach a decision.

Once all documents have been received, the application file will be evaluated and a decision will be made by the Admission Committee. Applicants will be notified within a month of the Committee's decision. The following admission decisions may be made:

1. The student is admitted, and if she/he is applying for financial aid, the Office of Student Financing is notified.
2. The student applies for admission to the traditional undergraduate program at Chalon, but the Committee believes that the academic record shows need for further preparation. In this case, the student may be granted admission to begin studies at the Doheny Campus. By beginning studies at Doheny, the student receives more individualized attention from faculty advisors and staff to enhance their academic background in preparation for an inter-program change to the Chalon campus – in most cases, in as few as one to two academic years.
3. The student may be denied and directed to MSMU Online or another college to fulfill requirements before reapplying for admission to Mount Saint Mary's University. Admitted students will be required to submit a \$200 tuition deposit to hold their space in the entering class. For students entering in the Fall semester, the tuition deposit is due by May 1. For Spring semester, this deposit is due in early December. The tuition deposit is not refundable under any circumstances and will be credited directly to the student's account. Students entering in the Fall semester can submit a Priority Deposit by March 10 (which is refundable until May 1). A Priority Deposit entitles students to early advisement, housing, registration and priority financial aid consideration.

Transfer Admission Procedures to the Associate or Baccalaureate Degree Programs

Application files for admission will be evaluated when the application and all supporting documents have been received. Please note the following dates:

Transfer applications for the Bachelor of Science degree in Nursing are due by **February 1**.

Applications to the Associate of Arts degree in Nursing follow the deadlines provided by the program- **April 1 (Fall)** and **September 1 (Spring)**.

All other traditional transfer applications are due by the **March 15 (for Fall)** and **November 1 (for Spring)**.

Applications and all supporting documents should be submitted online, received in the Admission Office, or post-marked by the priority date or deadline. Programs with deadlines will adhere to these dates, and applications received after these dates will not be considered. Applicants completing files after the priority date will be considered on a space-available basis.

Contact the Admission Office and/or visit our website to review specific admission requirements for your program of interest.

Documents required for transfer applicants:

1. A completed and signed Mount Saint Mary's University application or Common Application and \$50 application fee or fee waiver. The application fee is \$50 whether submitted online or via PDF. The application fee is non-refundable and may not be applied toward tuition.
2. Official transcripts from all colleges attended. Students who have been academically disqualified from their most recent college or university attended are not eligible for admission to Mount Saint Mary's University. Transcripts must be delivered sealed from the institution to the Admission Office at Mount Saint Mary's University, or may be hand delivered if sealed and stamped as official. **Transcripts become the property of Mount Saint Mary's University and cannot be returned to the applicant or sent to another institution.**
3. Students who have completed more than 24 units at another college must have a cumulative GPA of 2.4. If the GPA is below 2.4, the student may submit a letter of

explanation so that consideration can be given for admission.

4. Official high school transcripts (or the GED) and official SAT or ACT scores will be required if the applicant has completed fewer than 24 transferable units at the time of application.
5. If the student is 25 years or older, the requirement for SAT or ACT scores does not apply. However, the student must furnish proof of high school graduation via an official transcript, the GED, or the High School Proficiency Exam.
6. An essay of 250 words or more responding to one of the questions listed on the application for admission is required.
7. An academic reference from a professor or counselor is required. This may be sent from the recommender to the Admission Office on the form provided with the application, or it may be sent on school letterhead.
8. A personal statement describing special circumstances may be included with the application if the information would help the Admission Committee reach a decision.

Once all documents have been received, the file will be evaluated and a decision made by the Admission Committee. The student will be notified within two to three weeks of the Committee's decision if applying for any program other than nursing or music. Nursing and music faculty will render a decision based on the special requirements and prerequisites necessary for their individual programs.

1. The student is admitted and if applying for financial aid, the Office of Student Financing is notified.
2. The student has applied for nursing and is not admitted directly to the program. The student may take prerequisite courses for those programs and reapply for the appropriate term.
3. The student may be denied and directed to MSMU Online or another college to fulfill requirements before reapplying for admission to Mount Saint Mary's University.

Admitted students will be required to submit a tuition deposit to hold their space in the entering classes, according to the deadlines included in the letter of admission. The tuition deposit is non-refundable and will be credited to the student's account.

MSMU Online Inter-Program Change to Pre-Associate Degree Nursing Option:

Complete Program Change Application

- Must have successfully completed ENG 1A and PSY 1 with C or better.
- Minimum overall GPA of 2.75 and 2.5 overall in sciences (BIO 50A/BIO 50AL, BIO 50B/BIO 50BL, PHS 1, and BIO 3/BIO 3L)
- Two letters of recommendation or reference forms (Must be academic or professional reference)
- Personal Statement (Based on admission question provided by nursing department)
- Transcripts from all institutions attended

To hold their space in the entering class, admitted students will be required to submit Intent to Enroll form to the Office of Admission; this form must be submitted by the deadline included in the letter of admission.

Admission to the Weekend/Evening College and Fully Online Programs

The Weekend/Evening College began in 1992 on our Chalon campus by offering a B.A. in Liberal Arts degree via classes that were scheduled exclusively on weekends. Now located on our Doheny campus, the Weekend/Evening College offers an array of baccalaureate degrees through classes which are accessible in various formats – including nights, online and non-consecutive weekends - that are specifically designed to meet the educational needs of dedicated adult students who have demanding career and family schedules. Prospective adult students may apply to attend the Weekend/Evening College at any time during the academic year for admission to begin their coursework during the fall, spring, or summer sessions. For more information on admission, specific majors, transfer credits, financial aid and more please visit our www.weekendcollege.org webpage.

Applicants to the Weekend/Evening College and the Fully Online Programs should complete the admission application online and submit it to the Weekend College Office with the application fee. Prospective students are encouraged to visit our campus and attend one of our Info Sessions to learn more about our program and to meet and ask questions of representatives from our faculty, current students, staff, student accounts, financial aid, academic advising and registrar's office. We will waive the application fee and also pay for and request all official US College and University

transcripts for prospective students who attend and submit their application at an Info Session.

Admission requirements for on-campus and online include:

- Minimum transfer grade point average of 2.0 or higher
- Two page typed admission essay (that addresses your educational journey and future goals)
- Completed admission application and fee (waived if application is submitted at an Info Session)
- All official sealed college or university transcripts for all previous college level coursework
- Official high school transcript if the applicant has completed fewer than 24 units of transferable college-level courses
- One letter of recommendation from someone who can attest to your ability to succeed in a rigorous academic setting (current or former professors, work supervisor, volunteer work, clergy)
- Admission interview

In interviewing prospective students for the Weekend/Evening College, Mount Saint Mary's University is interested in admitting and enrolling adult students who are committed to completing their degree successfully in a timely manner. Adult students who attend full-time (12 units) and commit to making their academic success a top priority have a greater tendency to persist and successfully complete their undergraduate degree. Persistent, resilient, motivated and dedicated are words that describe our Weekend/Evening College students. Academic tutoring, time management and professional development resources and support are available for Weekend/Evening College students on the Doheny campus through our Professional Academic Resource Center (PARC).

Students previously enrolled at MSMU who take a leave of absence for more than one academic year may return to complete their degree with the following:

*Completed application

*Sealed official copies of transcripts from all colleges/universities where the student has attempted or completed additional college-level transfer coursework during the time on a leave of absence from MSMU.

*Please note- students who return after a leave of absence for more than one academic year will return under the new academic catalog in effect the year they return.

Majors offered in the Weekend/Evening College include the following:

Bachelor of Arts in Applied Psychology, English, English and Business Administration, Liberal Arts, Film and Media, Religious Studies, Sociology

Bachelor of Science in Business Administration (available Fully Online), Criminology (available Fully Online), Social Work, Sociology

Bachelor of Fine Arts in Professional Photography

International Students Admission Procedures

Students applying for admission who are not permanent residents or U.S. citizens should refer to the freshman or transfer sections for general instructions. In addition to the requirements stated in those sections, the following documents are required:

1. Certified original copies of all transcripts, accompanied by official translations.
2. English as a Second Language (TOEFL) is required of all applicants for whom English was not the language spoken in the schools they attended. An official score must be sent directly from the testing agency or the school to the Admission Office. Note: the score required for admission to the traditional undergraduate program is 550 (paper-based) or 213 (computer-based).
3. A financial statement describing the resources available to the student must accompany the application for admission. Official verification of bank funds must also be submitted along with an English translation.
4. Students transferring from an ESL program or another US college or university must comply with all immigration regulations necessary for transfer.

If the applicant is admitted to Mount Saint Mary's University, she/he will be required to submit a \$300 (US) non-refundable tuition deposit to secure their space in the class.

The I-20 form will be sent to the prospective F-1 student after:

1. Tuition deposit has been received and processed.
2. The International Student Data form has been received and processed

3. The MSMU Designated School Official has determined that all required documents are in satisfactory order.
NOTE: It is the student's responsibility to obtain the proper student visa to enter the United States. Students on a valid U.S. work visa are not classified as international students and will not receive an I-20.

Advanced Placement & International Baccalaureate

For Advanced Placement Examinations, students who earn scores of 3, 4, or 5 receive university credit provided they are accepted and enrolled at Mount Saint Mary's University.

Credit awarded for the AP exam is as follows:

- Students who earn scores of 3 receive 3 units of elective credit.
- Students who earn scores of 4 or 5 receive credit as currently awarded in the discipline tested.
- There is no limit placed on the number of AP units awarded to a student.

For International Baccalaureate Exams, students who earn **higher level** scores of 4, 5, 6, or 7 receive university credit provided they are accepted and enrolled at Mount Saint Mary's University.

Credit for the IB exam is as follows:

- Students who earn scores of 4 receive 3 units of elective credit.
- Students who earn scores of 5, 6 or 7 receive credit as currently awarded in the discipline tested.
- There is no limit placed on the number of IB units awarded to a student.

Students should send their test results to the Admission Office.

Financial Aid

Mount Saint Mary's University is committed to making a university education accessible to as many qualified students as possible, regardless of their financial means. Students and their parents are encouraged first to consider all possible resources when planning to meet the expenses of a university education. Through various financial aid programs, the Student Financing Office will help in the best possible way to provide students with the difference between the family contribution and the cost of education.

Mount Saint Mary's University administers financial aid in accordance with Federal Government guidelines. These guidelines are based on the principle that students and their parents have the primary responsibility in meeting educational expenses to the extent they are able. Financial aid funds are then used to fill the gap between what the family is expected to contribute (including the student's own earnings) and the annual cost of education.

To apply for Financial Aid, all students must follow the instructions and requirements sent to them by the Admission Office or Office of Student Financing. Financial Aid brochures giving complete application and program information may be obtained by writing to or calling the Office of Student Financing on the Chalon or Doheny campuses.

Types of Financial Aid

Grants and Scholarships

Grants and Scholarships are gift monies that do not require repayment. They are based on financial need and/or academic merit. Grants and scholarships are provided to students from one or more of the following sources: the Federal Government; the State of California; outside organizations; and Mount Saint Mary's University. Included in this section is a listing of institutional talent and achievement scholarships.

Alumnae Legacy Grant

Children of alumnae who are registered as full time students at Mount Saint Mary's University are eligible to receive an annual grant toward their education. To take advantage of this privilege, contact the Alumnae Relations Office for authorization.

Dean's Transfer Scholarship (Traditional Undergraduates Only)

The Dean's Transfer scholarships are merit based and are available to full time transfer students with minimum of 24 transferable units. This award ranges from \$4,000 to \$6,000 per year depending on the quality of the course work undertaken.

Music Scholarship (Traditional Undergraduates Only)

Awards are made to full-time students who are enrolled as Music majors and who demonstrate exceptional talent in music. Award amounts vary and are based on financial need and merit. Contact the chairperson of the Music Department for further details.

First Year Merit Awards (Traditional Undergraduates Only)

First Year Merit Awards are awarded to incoming full-time freshmen and are based upon academic preparation, as well

as, SAT or ACT test results. The award is renewable for up to four years and ranges from \$12,000 to \$16,000 per year.

Intercampus Transfer Scholarship (Traditional Undergraduates Only)

This award is valued at \$1000 and is made to students who begin their academic career on the Doheny Campus and transfer to the Chalon Campus to complete their Baccalaureate degrees. Awards are based on academic achievement. The number of awards is limited. Students transferring must contact the Intercampus Transfer Office.

Weekend/Evening College Scholarships

1. Presidential Transfer Scholarship (Weekend/Evening Only)
2. Weekend/Evening Merit Scholarship (Weekend/Evening Only)
3. The Rosa Paura Key Award (Weekend/Evening Only)
4. The Paul Craft Memorial Scholarship (Weekend/Evening Only)

Graduate Scholarships

The Graduate Transitions Scholarship – Spring 2015

Mount Saint Mary's University (MSMU) is pleased to announce the availability of the Graduate Transitions Scholarship supported by a five year grant from the US Department of Education Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) Program. This scholarship is marked by its commitment to supporting the needs of Hispanic American students and/or students with financial need who are entering into graduate level academic study. As part of this Title V Post-baccalaureate Transitions Program, approximately fifteen (15) Graduate Scholarships in the amount of **\$5,000 each** will be awarded to eligible new students in the Mount's Graduate Degree Programs (Physical Therapy, Film Television & Photography, Creative Writing, Education, Religious Studies, Humanities, Counseling Psychology, Nursing, or Business Administration) for study during the 2014-2015 academic year. These Graduate Scholarships will be granted as tuition credit and are non-renewable. Recipients will receive tuition credit in two installments over the course of the academic year, Spring and Summer. See **Graduate Transitions Scholarship Application** for details.

The Graduate Merit Scholarship – Fall 2015

Mount Saint Mary's University is pleased to offer a Graduate Merit Scholarship Program marked by its commitment to academic excellence. Ten (10) Graduate Merit Scholarships in the amount of **\$2,500** will be awarded to eligible new or continuing students in the Mount's Master's Degree Programs (Education, Religious Studies, Humanities, Psychology, Nursing, Business Administration, Creative Writing, and Film Television & Photography) for study

during the 2015-2016 academic year. These graduate scholarships for women and men will be granted in the form of tuition credit awarded in three installments over the course of their tenure. Application to this scholarship will open in April 2015.

Tuition Discounts for MSMU Graduate Students

A tuition discount of an amount specified by the University each year (2013-2014 is 35%) may be awarded to those graduate students who fulfill one of the following requirements:

- Members of religious institutes for consecrated life, diocesan priests and deacons in good standing, upon verification from the appropriate religious authority.
- Laypersons enrolled in graduate programs who are full-time (40 hours per week) employees of a Roman Catholic diocese or parish as listed in the current diocesan directory or in "The Official Catholic Directory" (P.J. Kennedy & Sons, pub.), upon written verification of employment. This employment must be the major source of income for the student.
- Lay Ecclesial Ministers in Roman Catholic institutions such as, schools, universities, hospitals and social service agencies as well as parishes and Archdiocese offices and who are full-time employees of a Roman Catholic diocese or a Roman Catholic institution (according to "The Official Catholic Directory"); written verification of employment required.

The student must maintain a 3.0 cumulative grade point average in order to qualify for the waiver.

Workshops and Continuing Education courses are not included in this waiver.

Scholarships through the Independent Colleges of Southern California

The Independent Colleges of Southern California (ICSC) is a nonprofit organization which provides, through a unified annual appeal, financial contributions from corporations, foundations and other friends to help Southern California's smaller private colleges and universities meet the rising costs of quality higher education.

Loans

Loans are money that must be repaid, usually with interest. The interest rates and terms of the loan vary by program. Some of the loan programs require a separate application in addition to the free application for federal student aid. The Office of Student Financing is unable to replace loan funds with grant funds, but students may replace loan funds with private scholarships received from outside organizations not affiliated with MSMU.

Federal Stafford Loan

All students are eligible to receive Federal Stafford Loans. Need-based Federal Stafford Loans are called “subsidized” because the federal government pays the interest while in school and during deferment periods. Unsubsidized Federal Stafford Loans are not based on financial need, and students are responsible for paying the interest while in school and during deferment periods. A student may have a Federal Stafford Loan partly based on financial need and partly not on need up to the annual maximum. The maximum loan is \$3,500 per year for freshmen; \$4,500 per year for sophomores; \$5,500 per year for juniors and seniors. Independent students and dependent students whose parents do not qualify for FPLUS loans (see below) may also apply for additional unsubsidized Stafford Loans in the following amounts: \$6,000.00 for Freshmen/Sophomores; \$7,000.00 for Juniors/Seniors; and \$20,500.00 for graduate students. Repayment begins six (6) months after graduating or ceasing to maintain at least half-time enrollment. The interest rate varies depending on when the first loan was borrowed, but does not exceed 8.25%.

Federal Parent Loans for Undergraduate Students (FPLUS)

Federal PLUS Loans are not based on financial need, but must be coordinated with other financial aid where need is established. Federal PLUS loans are available for parents of dependent undergraduate students who are enrolled at least half-time. Parents may borrow up to their student's cost of education. The interest rate is variable, not to exceed 9.00%. Interest and repayment begin within 60 days.

Federal Nursing Loans

There may be federal nursing loans available for the Associate Degree in Nursing program. Contact a student financing counselor, 213-477-2562.

Institutional Loans

Through the generosity of several foundations, Mount Saint Mary's University has several institutional loan programs with varying interest rates; interest rates for these loans vary between zero and seven percent. In addition, eligibility requirements vary by program. Contact the Office of Student Financing for more information regarding these loans.

Short-term Loans

One short-term loan is available to full-time, traditional undergraduate students. Please see details below.

Academic Emergency Loan: This loan is available during the first two weeks of each semester to current, full time, traditional undergraduate students holding 12 units or more to assist them with academic expenses.

Students may borrow up to \$150 per semester through this loan for academic expenses only (such as books). Applications are available in the Student Accounts Office. Applications will be reviewed by a loan officer and a meeting may be required. Applications may take up to 2 business days to be processed.

Student Employment

On-Campus Student Employment

Work study money is earned from employment on campus. Students who qualify receive a paycheck every two weeks for the hours worked and may use the earnings to make tuition payments, pay for books and supplies, or pay for personal expenses.

Both Federal University Work Study and Mount Work Study (institutionally funded) provide excellent learning opportunities outside the classroom. Students who participate in either program may choose to work in a variety of on-campus sites. These include: the Office of Student Financing, the Admission Office, Campus Ministry, the Library, departmental offices and laboratories. Through “hands on” experiences in these offices, students develop valuable skills which may later translate to professional settings.

Off-Campus Student Employment

The Career Services and Internship Office at Chalon and the Career Center at Doheny have job boards which list a wide variety of off-campus employment opportunities.

Satisfactory Academic Progress Requirements

All financial aid recipients must be regularly admitted students with degree, or in some cases credential or certificate, objectives. While receiving financial aid, students must be advancing toward their educational objectives at a reasonable rate and must maintain a minimum 2.0 grade point average.

Expenses for 2019/2020 Academic Year

All tuition and fees are subject to change without notice.

Tuition, fees and room & board are payable to the Student Accounts Office on or before the Financial Clearance Deadline set for each term.

Tuition

Undergraduate

Full-time (With 12-18 units/semester)

Traditional	\$41,592.00/year or \$20,796.00/semester
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Accelerated	\$41,592.00/year or
BSN	\$20,796.00/semester

Full-time (In excess of 18 units/semester)

Traditional	\$1,733.00/unit
Accelerated BSN	\$1,733.00/unit

Part-time (Less than 12 units/semester)

Traditional	\$1,733.00/unit
Accelerated BSN	\$1,733.00/unit

Associate Degree Nursing (ADN)**Full-time (With 12-18 units/semester)**

\$11,892.00

Part-time and excess of 18 or more units

\$991.00/unit

Weekend/Evening Format Undergraduate

Weekend/Evening College — Undergraduate	\$762.00/unit
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Graduate

Graduate Extension	\$48.00/unit
Master's Degree Programs	\$997.00/unit
Graduate Humanities Studies Certificate	\$521.00/unit
Master of Business Administration (MBA)	\$45,260/ program

Includes travel study & all fees which are not refundable; Does not include the cost of foundation courses

Doctor of Physical Therapy (DPT)	\$997.00/unit
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RN to BSN

General Education (WEC)	\$762.00/unit
General Education (TUG)	\$1,733/unit
Nursing Courses	\$991.00/unit

Online RN to BSN

Online Nursing Courses	\$665.00/unit
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Online General Education Courses	\$596.00/unit
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Online Associate and Baccalaureate Degree Program

\$596.00/unit

*(Subject to company discount)***Spiritual Direction Certificate Program**

\$1000.00/course

*(6 courses required)***Auditing Courses***(Recorded on Transcript)*

A student registered for auditing classes will pay the above fees in the same manner as a student registered for credit.

Tuition Deposit**Tuition Deposit - Undergraduate**

Not refundable; applied against Tuition. Undergraduate students who do not attend in their first semester will forfeit their deposits and will be required to pay a new deposit the next semester.

Traditional Undergraduate	\$200.00
Accelerated BSN	\$400.00
International & Baccalaureate Nursing Transfer	\$300.00
Associate Degree, Nursing	\$100.00
RN to BSN (MSMU-Mt.SAC)	\$100.00

Tuition Deposit - Graduate

Not refundable; applied against Tuition; forfeited after two (2) calendar years.

Doctor of Physical Therapy (DPT)	\$500.00
Master of Business Administration (MBA)	\$300.00

Master of Fine Arts (MFA)- Film, Television & Photography	\$300.00
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Housing Deposit

Housing Deposit	\$200.00
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Required of all incoming Full-time Undergraduate students who are requesting on-campus University housing.

Housing Deposit is honored only when the required Tuition Deposit has also been received.

University Services Fee

Per Semester; Not Refundable

Undergraduate (With 7 or more units/semester)	\$600.00
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This fee includes the Associated Student Body Fee for full-time students, health services (not health insurance), and expenses inherent to orientation and graduation, among others.

Undergraduate (With 6 or less units/semester)	\$170.00
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Associate Degree in Nursing (ADN) <i>This fee includes health services, among others.</i>	\$315.00
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Undergraduate Weekend/Evening College	\$170.00
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Accelerated Nursing (ABSN)	\$595.00
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RN to BSN	\$315.00
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Online RN to BSN	\$160.00
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MSMU Online	\$80.00/session
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Graduate Master's Degree (Excluding Certificate Students)	\$170.00
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Master of Fine Arts (MFA) Film & TV Service Fee	\$165.00
Program Fee	\$710.00

Doctor of Physical Therapy (DPT)	\$655.00
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Nursing Fee

Per Semester; Not Refundable

This Fee includes Background & Testing Fees

Accelerated BSN, Traditional BSN (Sophomores, Juniors & Seniors) & ADN	\$435.00
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RN to BSN	\$165.00
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Online RN to BSN	\$160.00
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Medical Screening	\$60.00
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Medical Screening - First Time Sophmores	\$15.00
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Course Fees**Education Courses Art Supplies**

EDU 33/EDU 133	\$30.00/course
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Supervised Teaching Courses

EDU 116A, EDU 316A, EDU 164A, EDU 364A, EDU 378A	\$150.00/course
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EDU 116B, EDU 316B, EDU 164B, EDU 364B, EDU 178B, EDU 378B	\$150.00/course
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EDU 239B, EDU 245A, EDU 245B	\$150.00/course
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Portfolio Evaluation

EDU 225B	\$75.00/course
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EDU 225D	\$100.00/course
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EDU 226A	\$75.00/course
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EDU 226B	\$75.00/course
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Nursing Lab Fee

NUR 200	\$110.00/course
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Graduate Psychology Fee

PSY 234	\$85.00/course	For Graduate, Weekend College, RN to BSN & ADN Students	\$125.00
		Late Graduation Application Fee	\$125.00
Art Lab Fee	\$65.00/course	Late Registration Fee, Per Semester	
		For Graduate & Weekend College (After May 1st - Summer, August 1st - Fall, December 1st - Spring)	\$165.00
Film Lab Fee	\$40.00/course		
Film Studio Fee - Undergraduate	\$200.00/semester	Late Clearance Fee, Per Semester	
		On Published Financial Clearance Deadline (1st)	\$125.00
Summer Skills	TBD	On First Day of Academic Term (2nd) (up to \$250.00 in Late Clearance Fees may be assessed if the account balance is not cleared after the semester start date.)	\$125.00
Applied Music <i>See Music Department for more information</i>			
Music Majors		Official Transcript Regular Processing Fee, Per Copy	\$25.00
MUS 15/MUS 115	\$690.00/semester	Rush Transcript Fee, Per Copy	\$50.00
Music Minors		Diploma Fee, Per Duplicate Copy	\$55.00
MUS 13/MUS 113	\$595.00/semester	Residence Hall Activities Fee, Per Year	\$35.00
Non-music Major or Minor		Study Abroad Fee, For Study Abroad Students Only	\$305.00
MUS 13/MUS 113 (Includes 10 lessons per semester)	\$760.00/semester	Returned Check & Processing Fee Per NSF Check	\$50.00
Course Challenge by Examination		MSMU "Monthly Payment Plan" MPP	
Course Challenge Fee (If successfully passed, the cost of the units awarded will be one-half the unit cost of the course as stated in the current MSMU Catalog.)	\$145.00	Enrollment Fee (MPP), Per Semester	
General Fee		Six Month Payment Plan	\$100.00
Application for Admission Fees		Four Month Payment Plan	\$70.00
Undergraduate and Weekend College	\$50.00	Late Payment & Processing Fee (MPP), Per Month	\$50.00
All Undergraduate Nursing Programs	\$50.00	Emergency Loan, Per Transaction	\$35.00
Weekend Online Application	\$20.00	Financial Aid Refund Advance (max \$500)	
Graduate	\$50.00	Expedited Check Fee, Per Transaction	\$60.00
International Student	\$50.00	Lost Mailbox Key Fee	\$25.00
Graduation Fee			

Account Rollover Fee (approved appeal only) \$230.00

Check Cashing Fee (Student/Employee), \$10.00
Per Transaction

Parking Permit

(Including LA City Tax)

Annual:

Undergraduate, DPT, ABSN, RN to BSN, A.D.N. \$375.00/year

Graduate & Weekend/Evening College Undergraduate \$195.00/year

Semester:

Undergraduate, DPT, ABSN, RN to BSN, A.D.N. \$195.00/semester

Graduate and Weekend/Evening College (Format) Undergraduates \$105.00/semester

Parking Monthly	\$75.00/month
Parking Daily	\$5.00/day
Carpool	\$95.00/semester
Lost Parking Permit Replacement	\$50.00/Transaction
Designated 2-days per week	\$120/semester
Designated 1-day per week	\$60/semester

Health Insurance

Annual

Undergraduate, ABSN, ADN, RN-BSN, & DPT \$2,654.00
Effective August 15, 2019-August 14, 2020

Semester

ABSN New Students for Summer 2020 \$736.00
Effective May 6, 2020-August 14-2020

Student Health and Accident Insurance

Mount Saint Mary's University does not determine Student Health and Accident Insurance Premiums. Insurance premiums are based on prevailing insurance market conditions/rates.

All (a) Traditional Undergraduate, Accelerated Nursing, and D.P.T. students enrolled for 9 or more units, (b) and ADN and RN to BSN students enrolled for 7 or more units at MSMU must carry Student Health Insurance. *ABSN new students for Summer 2020 will be billed a premium for the summer semester. The insurance premium rates will be automatically billed to the student's Statement of Account as follows:

For Fall 2019 - \$1015.00 effective from Aug 15, 2019 to January 1, 2020

For Spring 2020 - \$1639.00 effective from Jan 2, 2020 to Aug 14, 2020

*Summer 2020 - \$736.00 effective May 6, 2020 to August 14, 2020

Students who have an existing health insurance plan that is comparable in coverage to the Mount's Student Health Insurance coverage may request a waiver within the allotted waiver period to not participate in the Mount's insurance plan. Please contact Student Accounts for specific dates and waiver periods.

Health Care Reform Notice

This summary of benefits has been updated to comply with federal and state requirements, including applicable provisions of the recently enacted federal health care reform laws. As we receive additional guidance and clarification on the new health care reform laws from the U.S. Department of Health and Human Services, Department of Labor and Internal Review Services, we may be required to make additional changes to this summary of benefits. Information

on our summary of benefits may be obtained at <http://www.msmu.edu/about-msmu/business-office/policies-and-procedures/student-insurance.aspx>

Health Insurance Waiver

A waiver request may be submitted every semester through the following link Health Insurance Waiver. This waiver request must be completed no later than the published Financial Clearance Deadline set for each term. Students who do not submit a waiver request by the published deadline will incur the health insurance premium charges, and the charges will remain on the account.

The automatic billing will be removed from the Statement of Account for all approved waivers. The insurance waiver must be renewed every semester.

If the online waiver request is denied, an appeal can be made. Appeals are reviewed by JCB Insurance Solutions (JCB) who will respond to the appeal within 14 business days.

Graduate Nursing Students are eligible for the Student Health Insurance, but will not be automatically enrolled. Graduate Nursing Students wishing to enroll may do so by contacting the Student Accounts Office and requesting insurance enrollment.

International Students and Scholars : All international students and scholars, possessing and maintaining a current passport and valid visa (F-1, J-1 or M-1, etc.), engaged in educational activities at the University who are temporarily located outside their home country and have not been granted permanent residency status, are required to be insured under the Policy. Waivers may only be granted to people already insured under equivalent plans. A person who is an immigrant or permanent resident alien is not eligible for coverage under the international plan.

Students wishing to enroll in dental insurance can do so by visiting the JCB website.

More information regarding the Mount's health insurance and its policy can be obtained by visiting our website at <http://www.msmu.edu/about-msmu/business-office/policies-and-procedures/student-insurance.aspx>

Room and Board

Residence (Chalon & Doheny)	Per Year	Per Semester
Board and quadruple room	\$11,162.00	\$5,581.00
Board and triple room	\$11,821.00	\$5,910.50
Board and small double room	\$12,140.00	\$6,070.00

Board and large double	\$12,455.00	\$6,227.50
Board and single room	\$13,178.00	\$6,589.00
Board, single room, and half-bath	\$13,735.00	\$6,867.50
Board, single room with full bath	\$15,028.00	\$7,514.00
Residence Hall Activity Fee	\$35.00	\$17.50

Housing

A Housing Deposit of \$200.00 is required to activate the housing application. New students should send the Housing Deposit with their Housing Application to the Admission Office. Currently enrolled students should pay the deposit at the Student Accounts Office upon notification from the Residence Life Office.

A Housing Deposit may be refunded upon permanent termination of the Residence Living License Agreement subject to deductions for any loss, damage, excessive room cleaning, or failure to meet the deadlines described below: Residents must be full-time students (12 units or more) for the entire time that they are living in the Residence Halls.

Prior to Fall Occupancy

The deposit will be refunded if the Residence Life Office has been notified in writing by submitting a Housing Termination Form to the Residence Life Office by May 1st that the student opted not to live in the residence halls for that semester.

Prior to Spring Occupancy

The deposit will be refunded if the Residence Life Office has been notified in writing by submitting a Housing Termination Form to the Residence Life Office by November 1st that the student opted not to live in the residence halls for that semester.

After November 1st, no deposits will be refunded. This policy is applicable to students currently in residence and new applicants to residence for the Spring semester.

Housing Termination Forms - These forms are available at the Residence Life Office.

Fee for Residence Hall - This non-refundable fee, to be used for hall programming and events, will be charged to all Residents who are housed at Chalon or Doheny at an annual rate of \$35.00.

1. If housed at any time during the Fall semester, the fee of \$17.50 is payable at the beginning of the semester.

2. If housed at any time during the Spring semester, the fee of \$17.50 is payable at the beginning of the semester.

Residence Living License Agreement - Each resident is required to sign this agreement, which begins two (2) days prior to the first day of classes for the Fall semester and extends through the day immediately following the last day of Final exams for the Spring semester.

The Residence Halls are closed for the Winter Break but open during Thanksgiving and Spring Break. The Dining Hall is closed when the Residence Halls are closed, and meals are not provided.

Meal Plans

Resident (Chalon, Doheny) Meal Plan Options

Residents may choose between three Meal Plans.

A – Platinum Plan

A weekly Rate of \$95.00 to use in the dining room. No flex funds.

B – Gold Plan

A weekly rate of \$90.00 to use in the dining room along with \$80.00 in flex funds per semester.

C – Silver Plan

A weekly rate of \$85.00 to use in the dining room along with \$150.00 in flex funds per semester.

Flex Funds - Flex funds can be used to purchase additional meals if you desire more than the allotted weekly rate to purchase coffee blends at the Café Bar or to purchase meals for friends and family. Flex funds can be used at the dining rooms of both campus. There will be no refund of any unused Flex funds and funds do not carry over to the next semester.

Commuter Meal Plan - Commuter students can save money and enjoy the convenience of a flexible dining plan by purchasing a Mount Saint Mary's Commuter Meal Plan. By purchasing a meal plan, Mount dining dollars are programmed onto your ID card. Only Mount dining dollars offer non-resident students the opportunity to get 10% back when loading their card, and save on the current sales tax amount at all on-campus dining locations. Mount dollars are not refundable, however, any unspent Mount dollars remain valid in a separate account available to use as long as you are enrolled.

Student Account Online

Students have access to account information online via the Mount, Self-service Portal that can be accessed through

WebAdvisor under Student Finance. Students have immediate online access to view the registration of courses, balance of tuition and fees, financial aid awards and real time posting of payments made through the Official Payments website.

Student Finance features on the Mount Self-service portal are:

- View real-time Statement of account activity online
- eRefund – Automatic Refund to Students' Savings or Checking Accounts - mandatory enrollment
- ePayment - Payments online through Official Payments
- Monthly Payment Plan (MPP) - Available through Official Payments
- Online access of authorized users (Student Accounts FERPA)
- 1098T tax form - mandatory enrollment to receive electronic copy

Statement of Account

Students will be able to review their account balances via Self-service by logging onto the Mount student portal. The Statement of Account is a summary of charges (tuition, fee(s), and room & board), credits applied (payments, waivers, financial aid credits & tuition deposit), and pending financial aid. The Account Balance represents the balance due on the account after credits have been applied. A negative amount appearing in the Account Balance section of the statement represents an amount due to the Student. A refund will be automatically processed after the add/drop period unless other instructions (Refund Authorization Form) are submitted to the Student Accounts department. Students can enroll in electronic refunds for faster processing and electronic deposits. Forms are available online.

Financial Restrictions

Restrictions on account may prevent the Student from registering for classes, making on-campus residence reservations, and obtaining various university services, including release of grades, official transcripts, diplomas or certificates.

Restrictions or holds can be placed on a Student's account by the following offices: Academic Advisement, Student

Accounts, Financial Aid, and Registrar's Office. Restrictions placed by the above offices must be resolved by contacting the respective offices.

Students Accounts holds will be placed on accounts if the Financial Clearance requirements are not met.

Financial Clearance

Students must clear their accounts no later than the Financial Clearance Deadlines as follows:

- Settlement of all semester charges through one or more of the following methods:
 - a. Payment in full of net amount due
 - b. Enrollment in a payment plan using Official Payments - Monthly Payment Plan
 - c. Application of financial aid awards and/or loans
 - d. Tuition waivers
 - e. Sponsorships
- For tuition waiver or sponsorship recipients, official verification must be submitted to the Student Accounts Office
- Complete the Online Health Insurance Acceptance/Waiver Form each semester during the open waiver period
- Submit a Refund Authorization Form, if applicable, to the Student Accounts Office

Financial Clearance Deadlines

These are published deadlines established to ensure that the student clears their financial obligations with the Student Accounts Office. Published deadlines are available on the Student Accounts office website.

<https://www.msmu.edu/about-the-mount/student-accounts-department/>

Late Clearance Fee

Student Accounts not cleared by the published Financial Clearance Deadline will be charged the \$125.00 Late Clearance Fee and will have a restrictive hold placed on their account.

If the account is still not cleared by the first day of the academic term, another \$125.00 Late Clearance Fee, will be assessed.

Payment Options

Methods of payment to MSMU for net amount due are as follows:

1. Payment by mail, by phone or in person at the Student Accounts Office via check, cash, money order, and all major credit cards.
2. Payment online via check and all major credit cards.
3. MSMU's Monthly Payment Plan via Official Payments allows interest-free monthly payments at varying number of installments (based on program), for a minimal enrollment fee. For more information, please contact the Student Accounts Office.

Refund Policy

Refunds

Students who receive a refund or cash advance from the University as a result of Financial Aid (grants, loans, etc.), and subsequently have a change in units or withdraw from the University, will be required to repay any amount due on their student account.

Refunds will be issued ONLY when there is a negative amount due without pending Financial Aid, on the Student's Account.

The Refund tables published on the [msmu.edu](https://www.msmu.edu) website reflect the formula and calculations regarding tuition/room & board (inclusive of Financial Aid adjustments) percentages, based on specific dates of enrollment.

Cross Registration

Contemporaneous cross registration charges between Traditional Undergraduate and Weekend/Evening College programs are subject to the Dean's approval. The student will be responsible for any charges incurred per unit at their program rate.

Tuition Refund

Enrollment Period	% of Refund
Withdrawal/drop on or before the last day of the published add/drop date	100%
After add/drop date and through 10% of enrollment period	90%
Between 11% and 25% of enrollment period	50%
Between 26% and 50% of enrollment period	25%

After 50% of enrollment period	0%
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Tuition Refund: "Date Received" on the Withdrawal/Leave of Absence (LOA) Form that is filed **(received)** with the Registrar's Office will be used to calculate reduction of charges for Tuition.

Tuition for all students becomes an obligation in accordance with the provisions of the reduced charges. When all grants, scholarships or loans do not cover the withdrawal or change of tuition charge, the student will be responsible for the Amount Due.

Financial Responsibility: Students dismissed from the University due to a violation of the University's academic policy will be responsible for paying all or a portion of tuition and fees in accordance with the published refund schedule at MSMU and its publication.

One Unit Course Refund

Dropping a one-unit course is the exception to our general Tuition Refund Policy. Students who drop a one-unit course at least 14 calendar days prior to the beginning date of the course will receive a 100% refund. No refund shall be given if the 14-day period has passed.

Room and Board Refund

The date on which residents remove all belongings from their residence hall rooms and return the keys is used to calculate reduction of charges for room and board.

Room Occupancy Period	% of Refund
Withdrawal/drop on or before first day of class or first day	100%
After first day, through first 10% of occupancy period	90%
Between 11% and 25% of occupancy period	50%
Between 26% and 50% of occupancy period	25%
After 50% of occupancy period	0%

Reductions will first be credited against a student's financial aid, if any, before a balance accrues to the student. Refunds will not be made in case of suspension or dismissal.

Academic Policies and Procedures

General Information for Undergraduate Programs

Student Responsibility

Students must meet the degree requirements (General Education, major and minor) of the catalog under which they matriculated. In addition to the degree requirements students must follow the academic requirements, policies, and procedures in place in the current catalog. Such requirements include but are not limited to course prerequisites, minimum grades for transfer work, probation and dismissal requirements.

Students are held individually responsible for information contained in the University catalog, Academic calendar, program handbooks, and University email correspondence. Failure to read and understand these policies and regulations will not excuse students from their observance. In addition they are responsible for the information contained in the official class schedules and other data sent or posted on the MSMU website. University catalogs are available online or for purchase in the Registrar's Office. Information regarding any changes in degree programs, graduation requirements, or academic policies will be made available by the Registrar's Office and the appropriate academic departments.

Class Levels

To be classified as a sophomore, a student must have satisfactorily completed 30 semester units towards the Mount Saint Mary's University undergraduate degree, and have 1-2 more semesters of work to complete before fulfilling associate degree requirements or 5-6 more semesters of work to complete before fulfilling baccalaureate degree requirements or the unit equivalent; as a junior, a minimum of 60 semester units and 3-4 semesters of work to complete; as a senior, 90 semester units and 1-2 semesters of work to complete.

Baccalaureate pre-nursing and nursing student class levels are based on student program.

Address Change

Students must notify the University of any change in their addresses or phone numbers. A Change of Address Form must be submitted to the Registrar's Office for processing.

Attendance

Attendance and punctuality are important for successful study. Therefore, the number of a student's absences may be

taken into account in determining academic grades. Students may be expected to explain to the instructor the reason for any absences from class and, in some cases, be asked to provide appropriate documentation.

There is no provision for a system of allowed cuts and absences. Students may be dropped from a class for excessive absences (missing 20% or more of the classes), when, in the opinion of the instructor, further enrollment in the class would be of little value to the student.

Occasionally, a student is excused from class attendance by the appropriate Academic Dean for the purpose of representing the University. In such cases, the student is responsible for securing and completing any assignments.

Student Credit Hour

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) for other academic activities, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Academic Standing

Academic standing describes the grade point average status of the student. Acceptable academic standing is a 2.0 grade point average or better. Academic standing appears on official transcripts of Mount Saint Mary's University.

Dean's List

To give public recognition to academic achievement, the Deans of undergraduate programs post a list each term with the names of full-time students who have obtained a grade point average of 3.5 or higher for the preceding semester. To qualify for the Dean's List, a student must have completed at least 12 letter-graded units in the preceding semester or 9 letter-graded units per semester for Weekend College. Students who have Incompletes (I), In Progress (IP), Report Delayed (RD), and/or No Grade (NG) on their semester grade reports will not be eligible for the Dean's List until grade(s) are awarded.

Returning Students

A student who wishes to return to MSMU to complete his/her degree (either Associate or Baccalaureate) after an absence of six or more years must return under the catalog in effect when the readmission is granted. All General Education requirements must be completed. The Department Chair will determine requirements necessary to complete the major.

Academic Petitions

Students may petition to waive or modify any academic policy or regulation, for good reason, which must be documented. The petition must be approved by the appropriate Academic Dean. Students file the approved petition in the Registrar's Office for placement in their permanent file.

Withdrawal from University

Students thinking of withdrawing from the University should schedule an interview with the Advisement Center of their campus of attendance in order to explore other options or assistance.

Weekend/Evening College students should schedule an interview with their academic advisor in order to explore other options or assistance.

Students who withdraw from the University at any time must file a withdrawal notice in the Registrar's Office. Forms are available from the Advisement Center on both campuses. Students who leave the University for two consecutive semesters without filing appropriate forms are considered withdrawn. Students wishing to re-enter must file an application for re-admission with the Admission Office. (See Student Accounts Office for reduced charges which apply when withdrawing from the University.)

Leave of Absence

Students in good academic standing may request a Leave of Absence from the University for one semester. However, after the deadline to withdraw with a W from courses, a Leave of Absence cannot be granted for the current term. Credits earned at another institution by a student on a Leave of Absence cannot be transferred to the University.

Upon request, a Leave of Absence can be extended for one additional semester by the appropriate Academic Dean. Students on a Leave of Absence are considered continuing students and may pre-register for the next semester at the allotted time and must contact their advisor.

Weekend/Evening College students may petition to take a Leave of Absence for three consecutive semesters and will not be required to change their catalog. Also, with the

approval of the advisor, Assistant Dean, or Dean of the Weekend/Evening College students may petition to enroll at another institution. A Leave of Absence is not required in the summer semester provided the student is registered for the fall semester.

Transcripts

Transcripts are issued at the written request of students or graduates to the Registrar's Office. At the close of each term, transcripts for registered students must be held for inclusion of grades for the term, and degree posting, and therefore, will not be available for approximately 3 weeks. Partial transcripts will not be issued. At times other than the close of the term, the normal period required for processing transcripts is 5 business days and 7 business days for records with any terms prior to 1996. No transcript will be released unless all indebtedness to the University has been satisfied. Upon completion of degree, students are entitled to a complimentary transcript. *Only regular processing is available for this option.*

A rush processing (24 Business Hours/ allow 48 Business Hours during peak periods) option is also available to students or graduates. Rush transcripts will be sent out the next business day via regular first class US mail. Note that rush processing is not available for records with any terms prior to 1996. More information regarding transcripts can be found online.

Registration and Course Information

Credit Load

A student with full-time status must carry 12-18 units per semester. Part-time students carry less than 12 units per semester. During a regular semester, students may enroll in a maximum of 18 units. Students enrolling in more than 18 units in a semester must file a petition for overload with the Academic Dean. Additional tuition is charged for registration in more than 18 units taken at MSMU.

Non-matriculating students may take a course or courses for academic credit without following a prescribed curriculum toward a degree.

Upper Division Course Enrollment

Ordinarily a student should be a sophomore before enrolling in upper division courses. It is the student's responsibility to be aware of prerequisites or requirements for enrolling in upper division courses.

Designation of Credit and Courses

Courses numbered 1-99 are lower division courses, generally taken by freshmen and sophomores; those numbered 100-199 are upper division courses, generally taken by juniors and

seniors, or majors. In order to enroll in any upper division course, a student must first successfully complete ENG 1A and ENG 1B or ENG 5H. Students must also have sophomore standing or the approval of the instructor to enroll in an upper division class. Students must be enrolled in an English composition class each semester until they complete the General Education Written Communication requirement.

Credit for courses whose course numbers include the letter X may not be applied to the Baccalaureate degree.

Courses numbered 200-299 are graduate level, those numbered 300-399 are professional courses, and those between 340-349 are professional credit courses that may be submitted for equivalency evaluation to be applied to a credential or masters program. Courses numbered 400 are doctoral level.

After the last day to add a course as published in the schedule of classes, no changes may be made respective to the level of study.

General Education Designations Baccalaureate Degree

Courses approved for fulfillment of the General Education curriculum requirements are identified after the course description in each department:

- **GE 1** First-Year Seminar
- **GE 2** Written Communication
- **GE 3A** Reasoning - Math
- **GE 3B** Reasoning - Critical Thinking
- **GE 4A** Language Level 1
- **GE 4B** Language Level 2
- **GE 5A** Central Core - Spirit of the Founders
- **GE 5B** Central Core - Community
- **GE 5C** Central Core - Global Awareness & Understanding
- **GE 5D** Central Core - Women & Gender
- **GE 6A** Integrative Scholarship - Linked Course 1
- **GE 6B** Integrative Scholarship - Linked Course 2
- **GE 6** Integrative Scholarship - Interdisciplinary Unlinked Course

Registering for Classes

Currently enrolled students and students returning from a Leave of Absence are assigned registration times based upon their completed units as of the last term of attendance at MSMU. Baccalaureate pre-nursing and nursing students will be assigned registration times based on student program. Students may register on or after their assigned time via WebAdvisor or at a later time in person at the Registrar's Office.

Weekend/Evening College: Currently enrolled students and students returning from a Leave of Absence must contact their academic advisor before they can register.

Cross Registration

Ordinarily, students take courses within their home programs (traditional undergraduate students within traditional undergraduate, Associate Degree in Nursing (ADN) students within ADN, Weekend Evening College (WEC) students within WEC, etc.). However, periodically a student needs to take a course within a different (visiting) program; this is referred to as cross registration.

The Accelerated Online Cross Registration form must be completed for a traditional undergraduate student to cross register into an accelerated (8 week) online course. All other cross registrations can be completed in WebAdvisor or with an Add/Drop form.

Students will not be discriminated against for cross registration on the basis of protected characteristics, including, but not limited to: sex, sexual orientation or preference, gender, gender identity, race, color, religion, national origin, creed, citizenship status, ancestry, age, marital status, pregnancy, childbirth or related medical conditions including genetic characteristics, mental or physical disability, and veteran status.

Course Changes

Students may add or drop courses during the add/drop period stated in the academic calendar (see Academic Calendar) either via WebAdvisor or in person at the Registrar's Office. Courses dropped during the add/drop period will not appear on the student's academic transcript. Being placed by an instructor on the course roll does not constitute being officially registered for the course. Students can officially register only through WebAdvisor or at the Registrar's Office. After the add deadline, students may not attend courses without being officially enrolled in the course.

Withdrawal from Courses

Students who officially withdraw from a course between the second and the tenth week of a regular term (see Academic Calendar) will receive a "W" on their transcripts, indicating the withdrawal. Students wishing to withdraw from a class must file a drop form (with all required signatures) with the Registrar's Office and meet the following requirements:

- The deadline for withdrawing from a class with a grade of W is the end of the tenth week of the semester.
- The withdrawal deadline for the Weekend/Evening College is the end of the fourth weekend.
- In cases where a class is offered on a split-semester basis, the deadline for withdrawing is one week after the midpoint of the course (consult the Academic Calendar or the Registrar's Office for the specific date)

After the deadline for withdrawal, a student may request permission to be allowed to withdraw from all of her/his classes because of a medical emergency or extraordinary circumstance by submitting an Academic Petition to the appropriate Academic Dean.

The W designation carries no connotation of quality of student performance and is not calculated in the grade point average.

It is the student's responsibility to withdraw officially from a course or all courses. Failure to attend a course does not constitute a withdrawal.

Military Withdrawals

An active duty military, National Guard, or reservist who is **activated and/or deployed** during the semester can receive a military withdrawal from all or some classes and a refund of tuition. These students should complete the withdrawal form, attach a letter requesting a military withdrawal and enclose a copy of their activation notification. Students who elect to enlist in the military during the semester are not eligible for a military withdrawal.

Administrative Drop

Students who do not attend the first class meeting of a course in which they are registered may be administratively dropped or withdrawn, unless they make arrangements with the instructor prior to the first day. Students should contact the instructor if a possible error has been made regarding an administrative drop.

Independent Study

A course by Independent Study provides students with the opportunity to initiate and custom design a course of study within their major or minor areas of study. An Independent

Study course may not include the content of a regularly scheduled classroom course.

Guidelines for Independent Study

Students assume the responsibility for implementing and presenting the proposed course of study to the sponsoring faculty member for approval and signature through completion of an Independent Study Approval, Application Form and Add Form (available at the Registrar's Office). When signed by the sponsoring faculty member, academic advisor and student, the document becomes a contract and upon registration becomes an official document in the student's academic file. During the semester, students are responsible for initiating at least four contacts with the supervising faculty member as well as presenting the final independent study project to the faculty member by the end of the semester of registration. The following apply:

- Lecture and laboratory courses listed in the catalog may not be taken through Independent Study.
- At least 30 student study/work hours equals one unit of credit, e.g., students enrolled in a 3 unit course will be expected to devote at least 90 hours to the Independent Study.
- Independent Study course enrollments are not available to freshmen.
- No more than two Independent Study and/or Directed Study courses may be taken during a semester.
- Students must submit all paperwork for a registration through Independent Study, on or before the end of the add/drop period.

Directed Study

Directed Study provides a means, at the discretion of the regular course instructor, for students to complete a regularly scheduled classroom course when prevented from attending the course for specific reasons. The official catalog course number, followed by DS will be used (e.g., HIS 124 DS: Title). Under the Directed Study mode, faculty members share the responsibility with students, including the planning of readings and/or projects, and agree to at least six instructional/review meetings during the semester.

Guidelines for Directed Study

Enrollment in regular classroom courses through Directed Study requires the completion of the Directed Study Application, Approval Form and Add Form. With the consent and assistance of sponsoring faculty members, students complete the learning/study goals, content and criteria for evaluation sections of the form, or attach a copy of the regular course syllabus. Upon receipt of required

signatures and when filed in the Registrar's Office, these documents become official records within the student's academic file. The following apply:

- Introductory courses within a discipline may not be taken through Directed Study.
- Directed Study course enrollments are not available to freshmen.
- No more than two Directed Study and/or Independent Study courses may be taken during a semester.
- Ordinarily, regularly scheduled courses are not taken through Directed Study.
- Students must submit all paperwork for registration through Directed Study on or before the end of the drop/add period.

Academic Internship

The Academic Internship provides the student with an educational, hands-on experience outside the classroom setting. This experience provides an opportunity to apply classroom theory and sharpen skills in problem-solving. Ordinarily, interns do not get compensated, but they do earn academic credit while participating. Typically, a maximum of six units may be earned through internships. Each Academic Internship unit is equivalent to 40 hours of supervised time spent in the professional setting. Criteria for evaluation are determined by the faculty sponsor prior to the student's internship. These may include an experience journal, oral reports, and written reports.

Placement Examinations

All incoming freshmen and transfer students are required to complete placement tests in order to assist them in selecting appropriate courses. Information regarding placement testing will be sent to incoming students prior to the beginning of each semester.

All Weekend/Evening College students not receiving transfer credit for Freshman English Composition and/or college level Math, are required to take placement exams prior to the start of the first semester of enrollment at Mount Saint Mary's University.

Examinations used to place a student at a level of study may result in lower levels of study being waived. No credit will be awarded as a result of the English and math placement exams.

English scores and placements do not expire and cannot be retaken. Math and language placement exam scores and associated placements expire after two years. Students may only retake a math or language placement exam if their score

has expired. Students whose placement scores have expired prior to taking their general education math or language requirement must take the introductory course or retake the placement exam. Students whose language placement scores indicate eligibility for the third semester of a language are waived from the General Education Language but with no units awarded.

Grades

At the end of each term, the student receives a grade in every course of enrollment. All grades, with the exception of I, IP and NG are final when reported to the Registrar's Office at the end of the term. The grade indicates results of examinations, term reports, and general scholastic standing in the entire course, and becomes a part of the student's permanent university record. Once submitted, grades may not be changed unless the result of clerical or procedural error. **A student must request a review/change of grade within 30 days after the end of a semester, or within 30 days following the distribution of grades via WebAdvisor containing the grade that the student wishes to challenge.** (See procedure in the Student Handbook)

The student's grade point average is computed according to this scale:

A	4.0	Student performance is clearly outstanding.
A-	3.7	Performance indicates sharp insights and an ability to integrate and generalize material beyond the context of the course.
B+	3.3	
B	3.0	Student performance is above average, demonstrating a knowledge of facts and an ability to integrate and apply material within the context of the course.
B-	2.7	
C+	2.3	
C	2.0	Student performance is average, demonstrating knowledge of course content and exhibiting an ability to apply basic concepts within the context of the course.
C-	1.7	
D	1.0	Student performance is below average, partially fulfilling minimum course requirements. This level of performance may not prepare the student to progress to a more advanced level of study within the subject content or the major. (A grade of D does not satisfy General Education requirements.)

- F 0.0 Student performance is unacceptable and does not meet minimum course requirements.

The following are not computed in the GPA:

- AU Audit
- CR Credit given; work C - or better. For field experience and supervised teaching offered by the Education and Psychology Departments, CR signifies B or better in quality. For clinical experience offered by the Bachelor of Science in Nursing, CR signifies a C or better in quality.
- I Incomplete
- IP In Progress; deferred grading for graduate thesis, senior project, or undergraduate research work in progress
- NC No Credit given; work of D or F in quality. For clinical experience offered by the Bachelor of Science in Nursing, NC signifies a C- or below in quality. For Psychology and Education field work, NC signifies a B- or below in quality.
- NG No Grade received; issued by the Registrar pending receipt of the final grade
- * Course was repeated at a later date
- U Unauthorized withdrawal
- W Withdrawn
- X Courses taken for Associate degree credit only; not computed in the Baccalaureate degree

Grading Policies

All lower division courses required by the major or minor must be completed with no grade lower than a C- and an overall departmental GPA of 2.0 or above. An exception to this university policy occurs when a grade of C (2.0) for departmental prerequisites/requirements is required by a specific department (see department major requirements) or is mandated by an outside licensing board, e.g., California Board of Registered Nursing.

All upper division courses required by the major or minor must be completed with a grade of C (2.0) or above.

All courses being used to fulfill General Education requirements must be passed with a grade of C- or better, with the exception of Eng 1A and Eng 1B, which must be completed with a grade of C or better. Courses passed with a grade of D can still count as elective units toward graduation.

Students receiving an F in a course will not earn any credit or units toward graduation.

Non Degree-Seeking Students (Non-Matriculating Status)

Students who hold a high school degree or who have passed a GED test or High School Proficiency Exam are eligible to take undergraduate courses for unit credit at the University as a non-matriculated student. Courses in the traditional A.A. degree program and traditional B.A./B.S. programs are only open to women, with the exception of nursing. The Weekend/Evening College Program is open to all students, male and female. Students complete a registration form, and the registration needs to be approved by the Registrar's Office, the instructor of the course (in consultation with the department chair), and Academic Advising. Students may not register until the first day of classes, unless approved by the Department Chair/Program Director. They are expected to observe all policies and procedures of the University while in attendance, including meeting any course prerequisites. In addition, if a student has taken 30 or more units at the University as a non-matriculated student, the student must get approval to take any further such units from an appropriate Dean. If, after taking courses at the University, a student matriculates then they may submit previously taken courses for possible credit. To receive credit these courses must satisfy the requirements of the program and meet the approval of the department chair. Permission to enroll under a non-matriculating status does not guarantee acceptance to Mount Saint Mary's University.

Audit

The grading selection of Audit should be requested when a student wishes to preview a course for which he/she will be enrolled at a later date for a grade or to review a course that has already been successfully completed as preparation for further study, or for intellectual curiosity and enrichment. Auditors attend class sessions regularly but are not obligated to take examinations. They receive no credit for courses audited. **Tuition is charged for courses taken as audit.**

Procedures/Requirements for an Audit:

Students must register for an Audit by the end of the first week of the semester on a space-available basis.

Once requested, the Audit status cannot be reversed.

Students must attend a reasonable number of classes in order to receive an AU on their transcript.

Faculty have the option of requesting other requirements in addition to reasonable attendance, such as class participation of students requesting to audit. A space will be provided on the Audit Request Form where faculty can stipulate the conditions agreed upon for the Audit.

If the conditions of the Audit are not met, the instructor may use the grading option of U (Unauthorized Withdrawal).

Credit/No Credit

To encourage a wider choice of courses by lessening the student's concern for the grade point average, selected courses may be taken for CR/NC. The following regulations apply to this option:

- Courses used to fulfill General Education requirements may not be taken as CR/NC.
- No more than six (6) elective units taken on a CR/NC basis can be applied to the 124 units required for the baccalaureate degree.
- Courses which are only offered on a CR/NC basis are not counted as part of the six units.
- The deadline for changing the grading in a course to CR/NC is the tenth (10th) week of the semester. Consult the academic calendar or the Registrar's Office for the specific date.
- Courses taken on a CR/NC basis may not be applied to requirements for the student's major except at the discretion of the major department.
- Once requested and approved, the request for CR/NC cannot be reversed.

Incomplete

An Incomplete is given only when a student:

1. has fulfilled the majority of the course requirements,
2. is prevented from completing the assigned work for serious medical/personal reasons, and
3. has a passing grade in course (at the time of occurrence of #2, above) and
4. can, in the opinion of the instructor, complete the work within the following semester.

A student requesting an Incomplete must file a Petition for Incomplete with the signature of the instructor and the department chairperson prior to the week of final examinations.

The instructor will assign a default grade when approving an Incomplete. This default grade will be recorded on the student's transcript when a completed grade is not assigned by the instructor and/or an extension of the Incomplete is not processed. If a default grade is not provided by the

instructor and the work is not completed, the Incomplete will revert to an F.

An Incomplete may only be extended for one additional semester with the approval of the instructor, the department chairperson, and the appropriate academic dean. (Students may not be given more than two semesters to complete any course.)

Unauthorized Withdrawal

The designation of Unauthorized Withdrawal (U) may, at the discretion of the instructor, be assigned when the student does not attend a sufficient number of class meetings or instructional hours after the withdrawal deadline. Instructors are encouraged to consult with their department chairs before assigning a grade of U. The U designation carries no connotation of quality of student performance and is not calculated in the grade point average.

Repetition of Courses with C-/D/F/NC Grades

Only courses for which C-, D, F, and NC were assigned may be repeated for a higher grade or CR. Courses that are required for a student's major/minor may only be repeated one time, either at MSMU or at another institution if approved by the department chairperson. In cases of repeated courses, the units are counted once, and the higher grade is computed in the GPA if the course is repeated at MSMU.

Final Exam

All final exams must be taken according to the final exam schedule posted on the Registrar's Office webpage.

Study Days

A Study Day is a day when 16-week semester courses are suspended for traditional undergraduate students, immediately prior to finals' week. Instructors may hold clinicals, lab practicals and study sessions to review previous course work as long as no new material is introduced during the sessions. A Study Day is also often used to study for exams, and to complete papers, presentations and projects.

The last Thursday and Friday of each term are designated as Study Days. Finals will be held from *Tuesday to Friday* of finals' week, i.e., there will be a 5-day space between the last day of instruction and the first day of finals.

Transfer Credit Policies

Transfer Students

Students transferring into the University bring different backgrounds, goals, education, and experiences. In recognizing this, special efforts are made to provide academic advisement and program planning that build on the learning

the student has already acquired. Careful attention is paid to provide assistance in the scheduling of classes so that major requirements as well as university general education requirements are fulfilled. Transfer students are assigned an academic advisor in the area of their major.

Weekend/Evening students are assigned an academic advisor within the Weekend/Evening College office.

Appeals of academic regulations and curriculum requirements are possible where such action seems warranted. Students seeking to appeal regulations, other than course requirements in their major, should obtain a petition from the Registrar's Office. The completed form should be taken to the appropriate dean for approval. Students seeking a substitution or waiver of requirements in their major should obtain the written approval of the departmental chairperson or nursing program director. Copies of this approval should be placed in the students' permanent files.

Students who wish to challenge their Transfer of Credit Evaluation must do so by the end of their first semester at MSMU .

Concurrent Enrollment Policy and Transfer of Credit

Once admitted to and enrolled in the University, students are normally expected to pursue study only at Mount Saint Mary's University during the Fall and Spring semesters. Students seeking an exception to *Concurrent Enrollment Policy* must file an Academic Petition and Transfer of Credit Clearance Form in the Advisement Office prior to registration at another institution.

Summer School

Matriculated MSMU traditional undergraduate students may enroll for a maximum of nine (9) units each summer at another accredited institution until their last year at MSMU.

Courses must be approved by the Academic Advisement Center and a Transfer of Credit Form must be completed and approved by the student's advisor before the student enrolls. The University's residency requirement, which requires that 30 of the last 39 units prior to graduation, need to be taken at Mount Saint Mary's University must be honored. **Grades received by Mount students for summer school courses taken at another institution are not included in a student's MSMU grade point average.** The units for courses passed with a grade of C- or above are accepted and the units are counted toward units required for graduation.

Credit by Exam

In selected departments, course credit by challenge examination is available on a limited basis and at the discretion of the department chairperson or nursing program director. The student must file the approved form in the Office of the Registrar. Only units of CREDIT will be awarded for these examinations (No record of failures will

appear on a student's transcript.). All credit awarded in this manner will be so noted on the student's transcript. **A course may only be challenged by examination once.**

CLEP Exam

Students may take externally administered standard proficiency exams such as CLEP (College-Level Examination Program from CEEB) and PEP (Professional Equivalency Program from ACT) in those areas approved by the University. Information about these exams and a current list of approved exams are available from the office of the Baccalaureate Dean. Credit for CLEP or PEP exams taken prior to enrolling at Mount Saint Mary's University and which appear on the transcript of record from another college or university will be accepted according to the transfer of credit procedure. If there has been no official awarding of credit, an original transcript from ACT or CEEB must be presented. Students who have taken courses sponsored by the armed forces or other non-collegiate agencies may apply for an evaluation of these learning experiences.

For the Baccalaureate degree, a maximum of 12 units may be secured through CLEP/PEP exams in areas approved by the University. All units earned in this manner are held in escrow until the student has successfully completed 30 units of course work at Mount Saint Mary's University.

For the Associate degree, a maximum of 8 units of credit may be secured through credit by departmental exam and/or CLEP/PEP exams in areas approved by the University. All units earned in this manner are held in escrow until the student has successfully completed 24 units of course work at Mount Saint Mary's University.

Military Credit Policy

Mount Saint Mary's University may award units to individuals who have successfully completed military service school courses, as well as award units for Military Occupational Specialties (MOS's), based upon recommendations of the American Council on Education (ACE). To receive academic units at Mount Saint Mary's University, military credits must be evaluated by ACE with a lower division or upper division college equivalency. The University may grant units for general electives and general education. Additionally, Academic Department Chairs may review military credit for major coursework transfer. Up to a total of 15 units may be awarded for military credit. No grade will be awarded for these courses. In order to be reviewed, students must have an official copy of military transcripts and ACE transcript sent from their respective service education centers to the Office of Admission, 10 Chester Place, Los Angeles, CA 90007. In addition, the DD Form-214 (Discharge Verification Certificate) should be submitted to the Registrar's Office.

Army, Navy, USMC, and Coast Guard Veterans can order transcripts online at the Joint Services Transcript website. Air Force Veterans must request transcripts by letter. Include student's full name (former name if appropriate), date of birth, social security number, service component, current address, Mount Saint Mary's University address and the student's signature. Send transcript request to: Office of Admission, 10 Chester Place, Los Angeles, CA 90007.

Credit for Prior Learning (Portfolio Assessment)

Students enrolled in an undergraduate program at Mount St. Mary's University may receive academic credit through Prior Learning Assessment (PLA) for college-level learning gained from life or work experience prior to admission to Mount Saint Mary's University. Students who wish to pursue credit for PLA must identify the MSMU course that matches their learning and for which they'd like to earn PLA credit. The student then enrolls in the Council for Adult and Experiential Learning's CAEL 99 course to develop any PLA portfolios to submit for evaluation. The CAEL 99 course is a 3 unit elective credit/non-credit course at MSMU. If credit is awarded for CAEL 99 and/or any PLA portfolios, CAEL will send an official assessment transcript directly to the MSMU Registrar's Office. Credit obtained through PLA will be noted as such on the student's official MSMU transcript. The University may grant up to 12 general elective units for Prior Learning Assessment. PLA units may not be used to fulfill general education requirements. No grades will be awarded for this credit.

Dual-Credit

Dual-credit for courses taken at other regionally accredited colleges or universities while in high school is transferable provided that the transferred courses satisfy curriculum and transfer requirements at Mount Saint Mary's University. A maximum of 30 semester dual-credit units are transferable towards a Mount Saint Mary's degree.

Advanced Standing

Advanced standing is determined on an individual basis and is not decided until an evaluation of all previous academic work has been completed. Original transcripts must also be submitted for all proficiency or advanced placement credit awards (CLEP, PEP, AP). A maximum of 36 semester units for course work taken in a regionally accredited college is transferable toward the Associate degree. A maximum of 70 lower division (or equivalent) semester units for course work taken in a regionally accredited college is transferable toward the Baccalaureate degree.

Students transferring from foreign schools, colleges, and universities must submit original copies of their academic records and translations from an approved translating service. The Admission Office can provide a list of approved agencies.

Credit for courses taken at other regionally accredited colleges or universities is transferable provided that the transferred courses satisfy curriculum requirements at Mount Saint Mary's University. The following courses ordinarily do not transfer:

- Cooperative Education
- Freshman Orientation
- Continuing Education
- Pre-college Math, Writing, Reading
- Directed and Independent Studies
- English as a Second Language
- Special Studies
- Business Skills (typing, shorthand, etc.)
- Selected/Special Topics
- Vocational and Technical Internships, Practicums, Field Work

No more than 2.0 units in physical education and 6.0 units in applied art may be transferred from any college or university.

In the case of courses in which grades of C-, D, or F are repeated, only the better grade will be transferred. In cases where a course in which a grade of C or better has been repeated, only the first grade will be accepted.

Courses are evaluated by the Advisement Center for general education applicability. The determination of whether courses transferred into the University may serve as fulfillment of major or minor requirements is made by the appropriate department. Those courses not accepted in the major or minor may count as general electives.

A transfer credit summary and determination of advanced standing will be prepared by the program's designated Transcript Evaluator after all transcripts of all previous university work have been submitted. A final credit summary will be prepared during the first semester of attendance once all final transcripts have been submitted. Failure to submit required transcripts may prevent students from enrolling in classes. Students may not receive credit for transcripts of prior work submitted after the first semester of attendance. **Students who wish to challenge the transfer credit summary must do so by the end of their first semester at Mount Saint Mary's University .**

Probation and Dismissal

Academic Probation

A student is placed on probation for failing to maintain a 2.0 GPA for all courses undertaken in a term (16 weeks). A student on probation must complete their next 12 letter-graded units with a GPA of 2.0 or higher to continue in the university. Students on probation can take a maximum of 12 letter-graded units in a term with a maximum of 6 units in any 8 week session.

Academic Dismissal

A student is subject to dismissal for the following reasons:

- Failure to maintain a minimum GPA of 1.0 during any term,
- Failure to maintain a minimum GPA of 2.0 during a probationary term, or
- Failure to maintain a minimum cumulative GPA of 2.0.

Students are notified by the appropriate academic dean of their dismissal. When extenuating circumstances, such as prolonged illness, account for the disqualification, the student may be permitted, on petition to the appropriate academic dean, to continue on probation for the next term.

Enrollment in the University implies willingness on the part of the student to comply with the requirements and regulations of the University. If the student fails to comply with these requirements and regulations, or if it is determined by the dean that the student is not able to benefit from the opportunities offered by the University, withdrawal may be requested even though no specific breach of discipline is charged.

Readmission to the University after Academic Dismissal

To be considered for readmission the student must complete a minimum of 12 transferable units required for their degree, at another institution, with a GPA of 2.4 or higher. In addition, students must meet any readmission or other requirements for the program or major they wish to join.

Graduation Policies

It is the responsibility of each graduating student to refer to the catalog and to ensure which requirements have been completed and which requirements still need to be completed. A student may not shift this responsibility to an adviser or to the staff of the Registrar's Office.

Application for Graduation

Although a student may have completed all requirements, graduation is not automatic. Students intending to graduate must apply for graduation by filing a graduation application in the Registrar's Office by the published deadline at the start of the term prior to the term of projected completion. (Please see Academic Calendar (p. 6) for published

deadline.) If the student should fail to complete requirements by the intended graduation date, the student must immediately request a future graduation date. If a student fails to complete requirements and has not requested the application be moved to a future date, the application shall become canceled, and the student must refile when anticipating degree completion.

Commencement

In order to participate in commencement exercises, a student must be registered for all the courses required to complete degree requirements for graduation. If a student is granted permission to enroll in a course prior to graduation, at an institution other than Mount Saint Mary's University, the transcript must be received by June 30 in order to have the degree posted for Spring.

Participation in commencement ceremony and appearance of name in the commencement program is not official acknowledgement of completion of degree or certificate.

Graduation with Honors

Baccalaureate students refer to Baccalaureate degree requirements (p. 53) section of the catalog.

Associate in Arts students refer to Associate in Arts degree requirements (p. 41) section of the catalog.

Degree Completion

Associate of Arts Students

Full-time traditional students continuously enrolled in the MSMU Associate of Arts degree program must complete all degree requirements in six semesters, excluding Leaves of Absence. Failure to complete degree requirements within this time frame would result in dismissal from the University.

Baccalaureate Students

Full-time traditional students continuously enrolled in the MSMU Baccalaureate degree program must complete all degree requirements in six years and/or twelve semesters, excluding Leaves of Absence. Failure to complete degree requirements within this time frame would result in dismissal from the University.

Academic Integrity

Academic Integrity Policy

The academic environment is predicated on truth and integrity. Acts of dishonesty constitute a serious offense to the Mount Community. Acts of academic dishonesty include, but are not limited to, the following:

1. **Cheating** : Cheating of any kind is dishonest. This includes copying other's essays or exams; stealing exams; buying or otherwise procuring new or used exams; having

someone else take an exam or write an essay for which you take credit; and any other way you might receive credit for work that is not your own.

2. **Failing to hand in original work** : Using one essay for two different classes is also dishonest. If you have a topic appropriate for two classes, original and separate work must be done for each class, unless approval of both instructors has been obtained. Moreover, co-writing an essay without both obtaining the instructor's permission and acknowledging the other person's help is dishonest.
3. **Plagiarism**: Plagiarism is an act of academic dishonesty. It is a serious academic offense. Plagiarism is using anyone else's ideas and representing them as your own (i.e., not giving appropriate credit). Acts of plagiarism include the following:
 - failure to document and give credit to an original source,
 - paraphrasing another person's ideas without giving credit,
 - using direct quotes without proper recognition of the source,
 - using statistics, facts, or information from a source other than your own original research without giving credit.
1. **Falsification or misrepresentation** : Falsification of lab or clinical data; clandestine collaboration with others in class presentations or laboratory experiments; alteration of University documents; alteration of instructor's grade sheets/books; misrepresentation on admissions materials; falsification of academic records; forgery; entering computer accounts other than one's own without prior consent of the owner; entering or deleting information without permission are all academic offenses.
2. **Theft** : Theft or mutilation of library or media materials; computer or media equipment; records or other University documents (such as examinations, assignments; gradebooks or other course materials); or theft from any member of the academic community are all acts of academic dishonesty.

Consequences: Actions such as these should incur, in proportion to the gravity of the offense, appropriate action on the part of the instructor or University representative. The penalty for an act of dishonesty could range from a grade of F on an examination or assignment, a reduced or failing grade for the course in question, probation, suspension or expulsion from the University. Repeated acts of academic dishonesty will be treated more gravely.

Appeal Procedure : Any student of the University has the right to appeal any decision resulting from a perceived act of academic dishonesty. The Academic Integrity Board should be consulted in the case of an appeal or whenever a case involving academic dishonesty has not been resolved at a lower level.

Military and Veteran Student Services

Veteran Affairs

Mount Saint Mary's University is approved by the Bureau of Private Postsecondary and Vocational Education (BPPVE) to certify veterans and other eligible persons so they may use their education benefits. We adhere to the following guidelines for Institutions enrolling and certifying veterans and other eligible persons: develop standards for maintaining adequate records, policies for satisfactory progress, previous education and training, conduct, attendance, and graduation requirements and all other requirements in accordance with Code of Federal Regulation (CFR) 21-4253.

Certifying Officials

The Certifying Official for Mount Saint Mary's University is responsible for the accurate and prompt certification of enrollments and changes in enrollment of eligible students to the VA. The certifying official is an employee of Mount Saint Mary's University, not the VA. The certifying official cannot determine eligibility for VA Educational Benefits.

For more information on your Veteran Affairs Certification, contact the Registrar's Office.

International Students

Mount Saint Mary's University is certified to issue the I-20 form required for an F-1 student visa to study in the United States. To secure an I-20, the student must be admitted to the University and show proof of ability to meet all academic and personal expenses while in the United States. See International Student Admission Procedures (p. 18) (under the General Information Section) for more information on how to apply.

International students enrolled in a traditional undergraduate program must enroll in at least 12 units per semester (Fall and Spring), students in the Evening/Weekend College program must enroll in at least 12 units per semester (Fall, Spring and Summer), while those in the ADN program must enroll in at least 8 units per semester (Fall, Spring and Summer) in order to maintain F-1 visa status. For all other purposes, such as financial aid, academic, private lenders, enrollment verification and reporting, F-1 undergraduate students are expected to enroll in a minimum of 12 units per semester.

It is the responsibility of the F-1 Visa Student to maintain lawful status.

Physical Location Policy

Due to federal and individual state regulations, MSMU is limited in providing online courses and programs to students in certain states and countries. Acceptance into an online program or enrollment in an online course is based on where the student is physically located while taking the course(s). Activities such as completing clinical and internship requirements in states outside of California are also governed by these regulations. Therefore, should an enrolled student CHANGE PHYSICAL LOCATION, he/she must notify the Registrar's Office at least 3 months in advance. (Please refer to specific program rules in regards to securing clinical and internship locations.) MSMU may or may not be able to allow the student to continue taking online courses or approve clinical or internship placements.

Who this policy applies to:

- Fully online students
- Students who are participating in a study away program and wish to take online courses while away
- Students who are planning to complete their clinical or internship in a state outside of California

Associate Degrees

In the Associate degree programs students have the opportunity to strengthen academic competencies while completing the first two years of their Baccalaureate degree and simultaneously earning an Associate degree. In a smaller, more intimate and intensive learning environment, students are surrounded by a learning support network that eases the transition from high school to university. All courses count toward the Mount Saint Mary's University Baccalaureate degree program unless otherwise stated. Students wishing to transfer to other four year campuses should consult the colleges of their choice about the transferability of courses.

Four semesters are usually required to complete the Associate degree. Students may continue in the Associate degree programs for 6 semesters in order to fulfill requirements to graduate or to move to the Baccalaureate program. Students must be enrolled in an English course every semester until they have successfully completed ENG 1A and ENG 1B.

Degrees Offered

Mount Saint Mary's University confers the following associate degrees:

Associate in Arts degree with the following majors:

- Business Administration (p. 93)
- Early Childhood Education (p. 116)
- Health and Human Services (p. 153)
- Liberal Arts (p. 165)
- Nursing (p. 180) (ADN program)
- Pre-Health Science (p. 207)
- Spanish Studies (p. 234)

Associate in Science degree with the following majors:

- Pre-Health Science (p. 208) (*Fully Online only*)

A complete description of the requirements for each major as well as course descriptions may be found in the Courses of Instruction section of this catalog.

Students are governed by the catalog under which they enter MSMU. If subsequent catalogs have changes in major/minor or general education requirements, which are in the students' favor, they may be substituted at the option of the student. Changes in University policies and procedures apply to all students.

Academic Policies

Graduation with Honors (Associate Degree)

Graduation With Honors shall be granted to a student who has earned the Associate degree and earned a cumulative 3.5 grade point average or higher at the end of term prior to the last term of attendance.

The student's grade point average will be calculated on the basis of grades earned at Mount Saint Mary's University, as well as college course credits and grades earned prior to the time of matriculation.

Courses completed at another institution after matriculation are not computed into the cumulative grade point average with the exception of approved exchange programs.

Inter-Program Change

Undergraduate students wishing to move from one program (e.g., Traditional, Weekend/Evening) into another program must be in good academic standing (have at least a 2.0 transferrable cumulative grade point average). Students on

academic probation must successfully complete probation in their current academic program before changing programs. Inter-Program Changes are processed by the Assistant Dean of Traditional Undergraduate Education at Doheny. The Inter-Program Change form can be accessed through *myMSMU* by going to: *Academics, Academic Advisement, Program Changes*.

Double Majors

Double Majors. Double Majors are not declared at the Associate degree level. However, students with elective units available may begin to take classes toward a double major and declare the double major once they have transitioned to the Baccalaureate degree program.

Minors. Minors are not declared at the Associate degree level. However, students with elective units available may begin to take classes toward a minor and declare the minor once they have transitioned to the Baccalaureate degree program.

Integration of Theory and Practice

The Associate program integrates theory and practice in an endeavor to relate personal growth and learning to the more practical aspects of life. Opportunities for experience can occur both inside and outside the University.

The **First-Year Seminar (FYS)** is comprised of two semester-long courses designed to intellectually empower new students in their introduction to Mount Saint Mary's University. Both semesters provide a liberal arts learning environment that is grounded in innovative teaching and learning and incorporates a variety of academic and co-curricular subjects. Successful completion of both semesters of FYS within their first year is required for graduation from MSMU for all students entering the University with fewer than 24 units (graded). Completion of both semesters with at least a "C-" is required. FYS 1 is a pre-requisite for FYS 2.

Associate Degree Requirements

1. Completion of at least 60 semester units with a grade point average of 2.0 (a C average) for all university work undertaken at Mount Saint Mary's University.
2. Residency Requirement: 30 of the last 39 units must be taken at MSMU
3. Completion of courses required for major
4. Completion of courses required for LACE
5. A maximum of four non-required units of SPR and PED combined may be applied to requirements for the Associate degree.
6. For the Associate degree, 24 semester units must be completed during the last two semesters at Mount Saint Mary's University. Of these, a minimum of 12 semester units must be in students' major and earned in regular course work.
7. In order to participate in commencement exercises, students must have completed all requirements for graduation.
8. Skill in writing, reading, and basic math must be evidenced by satisfactory completion of developmental classes, if required, or by passing scores in proficiency tests.
9. The student must file a graduation application in the Registrar's Office by the end of the term prior to the term of completion.

GENERAL EDUCATION CURRICULUM: LIBERAL ARTS CORE EDUCATION (LACE)

The purpose of LACE is to offer a liberal education intentionally grounded in the ideals of the CSJ Core Values and the Mission of Mount Saint Mary's University. The goal of the curriculum is to emphasize leadership and a spirit to serve while enabling students with the knowledge and skills needed to better themselves, their environments, and the world. In the pursuit of this goal, innovative teaching and learning surround the principles central to a Mount education: the Spirit of our Founders, Community, Global Awareness and Understanding, and Women and Gender.

Student success is measured through the following LACE learning outcomes:

1. **Written Communication:** Students will be able to effectively express ideas in written form.
2. **Quantitative Reasoning:** Students will be able to solve problems and draw conclusions.
3. **Critical Thinking:** Students will be able to recognize assumptions, their underlying values, as well as assess and develop arguments.
4. **Spirit of the Founders:** Students will engage in the Catholic Intellectual Tradition as expressed in the CSJ mission of serving God and Neighbor as one by analyzing and applying this knowledge to advance core values of social justice, human rights and engagement.
5. **Community:** Students will critically analyze and apply disciplinary perspectives and contexts to the studies of communities, in order to build a sense of responsibility and skills necessary to serve.

6. **Global Awareness and Understanding:** Students will evaluate or apply modes of academic inquiry to historical and/or current global contexts.
7. **Women and Gender:** Students will critically evaluate the role of women and gender in society.

Liberal Arts Core Education (LACE) Requirements

The following structure and content for the LACE General Education Curriculum applies to all Associate degrees.

Students may not take general education courses on a Credit/No Credit basis. All courses used to fulfill General Education requirements must be passed with a grade of C- or above, with the exception of ENG 1A and ENG 1B, which must be completed with a grade of C or better, or ENG 5H with a grade of B or better.

The university policy on challenge examinations will prevail in the General Education Curriculum.

First Year Seminar (4 units) - GE 1:

The First-Year Seminar (FYS) is comprised of two semester-long courses designed to intellectually empower new students in their introduction to Mount Saint Mary's University. Both semesters provide a liberal arts learning environment that is grounded in innovative teaching and learning and incorporates a variety of academic and co-curricular subjects. Successful completion of both semesters of FYS within their first year is required for graduation from MSMU for all students entering the University with fewer than 24 units (graded). Completion of both semesters with at least a "C-" is required. FYS 1 is a pre-requisite for FYS 2.

FYS 1	First-Year Seminar Foundations	2
	or	
FYS 1H	First-Year Seminar Foundations Honors	2
	and	
FYS 2C	Introduction to Integrated Scholarship: Community	2
	or	
FYS 2G	Introduction to Integrated Scholarship: Global Awareness and Understanding	2
	or	
FYS 2S	Introduction to Integrated Scholarship: Spirit of the Founders (CSJs)	2
	or	
FYS 2W	Introduction to Integrated Scholarship: Women and Gender	2

Written Communication (3 - 6 units) - GE 2:

LACE includes 3 - 6 units of Written Communication. This includes either ENG 1A (3 units) and ENG 1B (3 units), both of which must be completed with a C or better; or ENG 5H (3 units) alone if completed with a B or above.

ENG 1A	Freshman English	3
	and	
ENG 1B	Freshman English	3
	or	
ENG 5H	Freshman Honors English	3

Reasoning (6-9 units) - GE 3:

LACE includes 6-9 units of Reasoning, with 3-6 units of Math and 3 units of Critical Thinking.

A. Math (3-6 units):

MTH 1	Precalculus With Trigonometry	4
MTH 10	Quantitative Reasoning and Mathematical Ideas	3
MTH 28	Mathematical Analysis for Business	3
MTH 38	Elements of Probability and Statistics	3
MTH 50	Elementary Number Systems and Statistics	3
	and	
MTH 51	Elements of Geometry and Algebra	3
MTH 5A	Calculus I	4
PSY 40	Basic Statistical Methods	3
MTH 120	Discrete Mathematics	3

B. Critical Thinking (3 units):

PHI 5	Introduction to Logic	3
	or	
PHI 10	Critical Thinking	3

Central Core (6 units) - GE 5:

For Associate Degrees, LACE includes 6 units of course work in the Central Core category. One course (3 units) must be completed within either Spirit of the Founders or Community; a second course (3 units) must be completed within either Global Awareness and Understanding or Women and Gender. Courses may not be taken directly within, or cross-listed within, a student's major department. Courses may be either upper or lower division.

(Note that for the Baccalaureate Degree, 12 units of course work are required in the Central Core category, with 3 units completed in each core: Spirit of the Founders, Community, Global Awareness and Understanding, and Women and Gender. No more than 2 courses may be taken within a single department for the Baccalaureate LACE requirement.)

A. Spirit of the Founders or B. Community

One course (3 units) must be taken from one of the following areas:

Spirit of the Founders. This includes coursework that deepens students' understanding of the Mission of the University and the spirit and charism of its founders, the Sisters of St. Joseph of Carondelet. Courses are rooted in the Catholic Intellectual Tradition, and the CSJ charism to "serve God and Neighbor as one."

Community. This includes courses designed to develop each student's sense of responsibility along with the skills and knowledge necessary to serve the communities in which we live and work. In addition, some courses include learning experiences that provide opportunities for students to contribute to the well-being of the cities and neighborhoods in which they live.

ART 7	Experiences in the Visual Arts	3
ART 107	Experiences in the Visual Arts	3
ART 181	Yes We Can Art and Social Change	3
BIO 155	Cancer and Society	3
ECO 1	Microeconomics	3
ECO 2	Macroeconomics	3
EDU 105	Language and Power in Schools	3
ENG 15	Literature and Society	3
ENG 115	Literature and Society	3
ENG 33	The Graphic Novel in Literature	3
ENG 133	The Graphic Novel in Literature	3
ENG 37	Mental Illness in Literature	3
ENG 137	Mental Illness in Literature	3
FLM 171	Film Noir and the City	3
HIS 102	Constructing the History of the United States	3
HIS 176	The Harlem Renaissance	3
MUS 6	The Music Community: Exploring Sound and Meaning	3

MUS 106	The Music Community: Exploring Sound and Meaning	3
MUS 120	Rock Communities	3
MUS 42	American Musical Theater	3
MUS 142	American Musical Theater	3
PHI 15	Introduction to Philosophy	3
PHI 16	Philosophy Through Popular Culture	3
PHI 21	Moral Values and Ethical Decisions	3
PHI 24	Socrates Plato and Aristotle	3
PHI 124	Socrates, Plato, and Aristotle	3
PHI 92	Introduction to Business Ethics	3
PHI 192	Business Ethics	3
PHI 134	American Philosophy	3
PHI 160	Philosophy of Religion	3
PHI 168A	Contemporary Moral Problems	3
PHI 168B	Bioethics	3
PHI 168C	Environmental Ethics	3
PHI 170	Social and Political Philosophy	3
POL 1	American Government and Institutions	3
POL 109	Individual Rights	3
POL 179	California Politics	3
PSY 1	Introduction to Psychology	3
PSY 12	Lifespan/Human Development	3
PSY 121	Grief and Bereavement	3
RST 21	21st Century Catholicism	3
RST 121	21st Century Catholicism	3
RST 23	Spiritual Journeys of Women	3
RST 123	Spiritual Journeys of Women	3
RST 41	Introduction to Christian Ethics	3
RST 141	Introduction to Christian Ethics	3
RST 45	Contemporary Issues in Christian Ethics	3
RST 145	Contemporary Issues in Christian Ethics	3
RST 49	Biomedical Issues in Christian Ethics	3
RST 149	Biomedical Issues in Christian Ethics	3
RST 135	Women and Christianity	3

RST 146	Peace and Justice Traditions	3	ENG 28	Contemporary Issues in World Literature	3
RST 172	Jesus and the Buddha	3	ENG 128	Contemporary Issues in World Literature	3
SJSD 1	Introduction to Social Justice and Sexual Diversity	3	ENG 33	The Graphic Novel in Literature	3
SJSD 12	Sexuality and Religion in the Arts	3	ENG 133	The Graphic Novel in Literature	3
SOC 1	Introduction to Sociology	3	ENG 36	Sex Trafficking in Literature	3
SPA 45	Cultures of the Spanish-Speaking Peoples in the United States and California	3	ENG 136	Sex Trafficking in Literature	3
SPA 145	Cultures of the Spanish-Speaking Peoples in the United States and California	3	ENG 37	Mental Illness in Literature	3
SW 1	Social Welfare, Social Movements, & Social Change	3	ENG 137	Mental Illness in Literature	3
SW 6	Child, Family, & Community	3	ENG 70	Western Literary Heritage	3
C. Global Awareness and Understanding or D. Women and Gender			ENG 170	Western Literary Heritage	3
One course (3 units) must be taken from one of the following:			ENG 124	Fiction to Film	3
Global Awareness and Understanding. This involves coursework that enables students to analyze global systems, understand world cultures and events in historical or current contexts, and value cultural differences. The U.S. may be a point of comparison, but it is not be in itself the focus of the course.			FLM 124	Gender and Media	3
Women and Gender. This includes courses designed to empower and challenge students to strive for excellence, both as scholars and contributors to a more just society. Courses emphasize the development of women as leaders, with an awareness and understanding of the roles of women and/or gender in society.			FLM 136	Disney Inc. and Mass Popular Culture	3
			FLM 142A	Women in Hollywood	3
			FLM 142B	Women in Hollywood	3
			FLM 161	Asian Cinema	3
			FLM 168	Race, Sex & Hollywood	3
			FRE 33A	French Culture and Civilization	3
			FRE 33B	French Culture and Civilization	3
			FRE 140	French /Francophone Women Writers in Translation	3
			GLP 114	The Politics of Democratization and Social Policy	3
			POL 114	The Politics of Democratization and Social Policy	3
			GLP 128	Politics of Globalization and Interdependence	3
			POL 128	Politics of Globalization and Interdependence	3
			GLP 147	Women and Development	3
			POL 147	Women and Development	3
			HIS 1A	Western Civilization	3
			HIS 1B	Western Civilization	3
			HIS 189	History of Medicine	3
			HCP 189	History of Medicine	3
			HIS 191	Major Issues in the United States Women's History	3
			LIN 101	Introduction to Linguistics	3
			MUS 16	Music Cultures of the World	3
ART 2	TWO-Dimensional Art and Design: Global Perspectives	3			
ART 169	Fashion, Body and Identity	3			
BIO 67	Environmental Science	3			
BIO 167	Advanced Topics in Environmental Science	3			
BIO 155	Cancer and Society	3			
ECO 195	International Economics	3			
ENG 15	Literature and Society	3			
ENG 115	Literature and Society	3			
ENG 27	Women in Quest	3			
ENG 127	Women in Quest	3			

MUS 116	Music Cultures of the World	3
MUS 17	Women and Gender in Music	3
MUS 117	Women and Gender in Music	3
PHI 150	Metaphysics	3
PHI 168B	Bioethics	3
PHI 168C	Environmental Ethics	3
PHI 174	Philosophy of Art	3
PHI 175	Philosophy of Film	3
PHI 176	Philosophy of Literature	3
POL 2	Introduction to World Politics	3
POL 102	Women and the Law	3
POL 131	International Relations	3
POL 136	Revolutions and Social Movements	3
PSY 15	Global Lifespan Development	3
PSY 110	Gender Issues in Psychology	3
PSY 127	Immigrant Experience	3
RST 11	Introduction to Hebrew Scriptures	3
RST 111	Hebrew Scriptures	3
RST 15	Introduction to the New Testament	3
RST 115	The New Testament	3
RST 21	21st Century Catholicism	3
RST 121	21st Century Catholicism	3
RST 23	Spiritual Journeys of Women	3
RST 123	Spiritual Journeys of Women	3
RST 25	Relationships of Love, Marriage, and Family in World Religions	3
RST 125	Relationships of Love, Marriage, and Family in World Religions	3
RST 41	Introduction to Christian Ethics	3
RST 141	Introduction to Christian Ethics	3
RST 61	Introduction to World Religions	3
RST 161	World Religions	3
RST 70	Faith and Human Development	3
RST 170	Faith and Human Development	3
RST 78	Death and Afterlife in World Religions	3
RST 178	Death and Afterlife in World Religions	3

RST 131	Woke Jesus	3
RST 135	Women and Christianity	3
RST 137	Challenges in Contemporary Theology	3
RST 172	Jesus and the Buddha	3
RST 175	Myth, Religion and Culture	3
SJSD 1	Introduction to Social Justice and Sexual Diversity	3
SJSD 11A	Sexual Diversities and Hebrew Scriptures	3
SJSD 12	Sexuality and Religion in the Arts	3
SJSD 61A	World Religions and Sexual Identities	3
SJSD 161A	World Religions and Sexual Identities	3
SJSD 61B	World Religions and Sexual Identities	3
SJSD 161B	World Religions and Sexual Identities	3
SOC 1	Introduction to Sociology	3
SPA 45	Cultures of the Spanish-Speaking Peoples in the United States and California	3
SPA 145	Cultures of the Spanish-Speaking Peoples in the United States and California	3
SPA 153	Peeking Across Borders	3
SW 6	Child, Family, & Community	3

Double Counting Courses

Within LACE General Education:

No courses within the LACE curriculum may double count for any other area of the LACE requirement.

Between LACE and Majors:

Courses fulfilling the LACE Written Communication and Reasoning requirements may double count towards a student's major.

LACE courses satisfying the Central Core requirement may not double count towards a student's major.

Note: An exception to the policy on double counting between LACE and a major is made for the Associate of Arts degree in Liberal Arts. Due to the nature of this major, courses used to meet AA Liberal Arts requirements may double count for LACE general education requirements.

Academic Support Services

Academic Advisement

The Academic Advisement Department, located at both the Doheny and Chalon campuses, provides multiple services in

order to best serve our students' academic needs and to effectively guide our students towards graduation. These services include advising students from many of the traditional undergraduate programs and the Pre-A.D.N. program, mandatory Pre-Nursing workshops, major and minor exploration workshops, general education/LACE support, mandatory appointments, forms processing, transfer credit evaluations and more. We provide these services in order to effectively assist students on their academic journey. Academic Advisement is dedicated to empowering and educating the whole student in order to provide a unique and well-rounded experience at MSMU.

After newly admitted students give their tuition deposit to the Mount, they meet with an academic advisor during Advisement & Registration Days to discuss their academic program, policies and procedures, and their first semester courses. At that point they will be able to register into courses.

Once a student matriculates into MSMU, a permanent academic advisor is assigned at the start of their first semester. The advisor is the academic point person who assists in clarifying LACE, general education, major and minor requirements, university policies and procedures and is the connecting resource to other services on campus. Each student is mandated to meet with their academic advisor at least once a semester during Advisement Period to monitor academic progress, review courses for the following semester, and to remove the advisor hold on their account. Students will be able to register into courses for the following semester once their advisor hold has been removed and registration period has started. Although the Academic Advisement staff and faculty advisors make every effort to provide effective advisement and guidance for the student, it is ultimately the student's responsibility to ensure that all procedures are followed and requirements fulfilled.

Learning Resource Center

The Learning Resource Center conducts the English Skills Labs, tutors students still working for adeptness in reading, writing, and math proficiencies, and provides professional tutors for general education areas of the undergraduate curriculum. Students in developmental English writing classes spend an assigned hour a week receiving instruction in diagnosed grammatical and compositional skills not yet mastered. With tutors and computer programs, students also work to acquire a certain proficiency in reading, writing, and basic math. Students may also request a professional tutor or form a study group for other areas of the curriculum, e.g., psychology, philosophy, sociology, math, general science, religious studies. The Learning Resource Center also provides math tutoring for students in the Accelerated B.S.N. and Associate Degree in Nursing Program.

Students are encouraged to make appointments for any extra time they may need with a tutor, but occasionally drop-ins can also be accommodated.

University Skills

Specialized courses in areas such as study skills, reading, math, and English are provided for students whose previous performance and/or test results indicate that they might experience academic difficulty. These courses are required for students whose placement scores demonstrate academic need, and may be academically underprepared.

Library Facilities

The Charles Willard Coe Memorial Library, located on the Chalon Campus, is the principal library of Mount Saint Mary's University. Constructed in 1947, the Coe Library houses the majority of print library materials for both campuses.

The J. Thomas McCarthy Library on the Doheny Campus is housed in the Sr. Magdalen Coughlin Learning Complex. In addition to the library, this building houses the Education Department's Center for Cultural Fluency and, adjacent to the library, the 24-hour Kelly study room.

The libraries serving the two campuses currently hold over 130,000 titles and carry subscriptions to about 1000 print periodicals titles. (The OIT-administered IMTC contains over 5500 titles of non-print media material.) Print and non-print materials are lent from one campus to the other to accommodate the changing curriculum and to meet the needs of faculty and students, who are also permitted to use both collections in person. Our libraries provide access to Link+, a consortium collection of over 15,000,000 unique book titles, and hold subscriptions to over 40,000 web-based book and periodical titles in all academic subjects. Please consult the Libraries' Research Resources WebPages for a list of current subscriptions.

Computer Labs

The main student computer lab on the Doheny campus is located in Bldg. 3, room B-104, has 25 networked DellHP workstations. The majority of workstations have the Windows XP Pro (or newer) operating system and printers available, email access, word processing, and internet access. The computer lab is available on a walk-in, space available basis. Lab assistants are generally available during lab hours to assist with questions and equipment needs. The lab is open daily Monday through Saturday and Weekend College Sundays for student use.

Associate Degree Student Cross-Enrollment

Associate degree students may take a limited number of units in a Baccalaureate program. Ordinarily students admitted to the Associate program do not take Baccalaureate classes during their first semester. However, if there is need for a

sequence course a maximum of eight Baccalaureate units may be taken during the first two semesters. Unless noted in program requirements, Associate students do not take upper division courses until completion of ENG 1B.

After two (2) semesters in the Associate program, students with a 2.4 cum GPA may take a maximum of seven (7) units in a Baccalaureate program during their third semester and as many as nine (9) units during their fourth semester.

Student Affairs

The Division of Student Affairs furthers the mission of Mount Saint Mary's University through programs, services and policies designed to empower students as leaders, learners and advocates of a just society. This happens through a wide variety of co-curricular offerings in multiple departments, including Campus Ministry, Career Services and Internships, Community Engagement, Community Student Ambassador Program, Counseling and Psychological Services, Academic Support Center, Orientation, Residence Life, Security, Sports and Wellness, Student Health Services, Student Programming and Commuter Services, and Women's Leadership and Student Involvement. We encourage all students to get involved in our programs and take advantage of our resources and services. Student Affairs is also available to assist students with any challenges or issues and to address questions and concerns.

Campus Ministry

Campus Ministry invites students to deepen their engagement with the spiritual dimension of life, which is the heart of a Mount Saint Mary's education. Catholic in our roots and vision, we welcome the opportunity to serve students of every religious affiliation or none at all. We respect the freedom of each person's conscience and unique spiritual path, while offering the rich resources of the Catholic tradition.

The mission of Campus Ministry is (1) to support the Catholicity of the university, in the tradition of the Sisters of St. Joseph; (2) to support the spiritual development of the entire Mount community, and (3) to foster educated, committed service to both Church and society.

The Campus Ministry team is comprised of professional and student Ministers. Together, we work to provide opportunities for many aspects of worship, spirituality, the building of community-on-campus, festivities, service to others and action for global justice. Campus Ministry offers assistance to those who are thinking about becoming Catholic, or about being baptized, confirmed, or receiving first communion. We are here to provide students with support and care in the joyful and the challenging times of their lives.

Everyone is invited to come by to talk, or to participate in our many programs – and new ideas are always very welcome!

Campus Security

For the safety and security of all students, faculty, and staff, Universal Protection Service is contracted to provide security coverage for the Chalon and Doheny Campuses. Security functions 24 hours a day 7 days a week. Concerns regarding security can be reported to the Director of Campus Security by calling (310) 954-4084 at Chalon or (213) 477-2995 at Doheny or by calling Student Affairs (H200) at (310) 954-4130 or Building 7 at (213) 477-2570.

Security Officers are located at each Main Entrance Kiosk at all times. All vehicles entering the campus in the evening are required to stop at the entrance of the University and provide the Officers their intended destination. Mount Saint Mary's University students, faculty, staff and guests must show current I.D. or a parking decal. All visitors (including escorted guests) must show a valid form of identification and will be logged in. Only those with valid identification will be allowed onto campus.

Both campuses utilize foot and vehicle patrols 24/7 in order to provide the safest possible university experience. All students are encouraged to notify Campus Security if they notice anything out of the ordinary or witness unsafe activity by any member of the Mount Community. Students are also encouraged to sign up for the emergency notification system, E-Alert. This notification system is a voluntary program which will allow those that sign up for the service to be notified of emergencies via email and/or text message to their personal cell phone and university email address. Campus Security publishes an Annual Security and Fire Safety Report; copies are available in the Student Affairs office or on the Campus Security website. For more information on the Department of Campus Security, click [here](#).

Career Services and Internships

At Mount Saint Mary's University, our graduates go on to have productive and meaningful careers in a variety of professions and employment fields. Career Services & Internships helps prepare students for all aspect of the career process. Professional staff provide students with the opportunity to explore different majors and career options utilizing a variety of resources and services including career counseling, career and personality assessments, career planning courses (SPR 18 and SPR 70) and innovative, hands-on programming. Individual student services include support with internships and employment opportunities, resume and cover letter review, developing interviewing techniques, conducting mock interviews, and providing

information on ensuring a successful job or internship search.

Career and professional events are available throughout the year and include opportunities to meet with career and graduate school representatives, nursing career panels, alumnae panels, an etiquette dinner, and career-related workshops on graduate school, interviewing, resumes and cover letters, and job search and social media resources. Our department also supports students in their major and career exploration through two assessments: the Strong Interest Inventory and the Myers-Briggs Interest Inventory. Part-time, full-time, internship and volunteer opportunities are available on the Mount's on-line Career Network, at: www.mountcareernetwork.com. Students can connect with alumnae employers through a LinkedIn group called: Mount Saint Mary's University: Students & Alumnae via LinkedIn.com.

Doheny Commuter Services

Commuter students are an active and important part of the Mount community. Programs and services offered through our office are available to all full-time traditional undergraduate students. The following information is provided to keep commuter students informed of services and activities on campus:

Commuter Mentor Program (CMP): The Commuter Mentor Program is designed to aid first-year commuter students socially and academically by having them establish a relationship with a mentor, who serves as a leader and resource that connects mentees to the various resources available on- and off-campus.

Computer Access: Computers with internet access are available in Building 3 and the Library.

Informational Bulletin Boards: Information regarding MSMU's Commuter Services can be found on bulletin boards located on the first floor of Ahmanson Weingart Hall (Building 4), the second floor of Building 11 and on kiosks located throughout the campus.

Lockers: Lockers are available for commuter students at no charge. Students are able to use their locker for the entire academic year, and all items must be removed by the last day of the spring semester. Any items left in lockers after this deadline will be discarded. Please visit Student Programming and Commuter Services to sign up for a locker.

Meals: Commuter students can dine in a beautiful setting and save money by purchasing one of four meal plan options. Meal plans can be purchased by completing a commuter meal plan form at one of the cafes or at the Food

Service office located on the second floor of Ahmanson Commons.

Meal Voucher Program: Commuter students experiencing economic hardship may apply for the Meal Voucher Program for free meals in the Café. Contact Student Programming and Commuter Services for more information.

Student Carpool: Students interested in arranging a carpool, may enroll in Zimride. For more information, contact the Parking and Transportation office.

Study/Gathering Areas: The campus offers a number of gathering and study areas for commuter students. The Student Lounge offers a comfortable atmosphere with couches, study tables, cable television, refrigerator and microwave as well as access to the Fitness Center. Other locations include the Student Lounge, Library, Ahmanson Commons (open 24 hours a day, 7 days a week) and the 24-Hour Room (located next to the Library).

Transportation options: Commuter students may utilize the free intercampus shuttle that travels between the Doheny and Chalon campuses. For commuter students who rely on public transportation near Chalon, the Mount local shuttle service picks up students on Sunset Blvd. Students interested in arranging a carpool, may enroll in Zimride. For more information, contact the Parking and Transportation office.

Community Engagement Office

In the spirit of the mission of Mount Saint Mary's University, Community Engagement offers MSMU students off-campus service and learning experiences in partnership with local organizations that promote human and neighborhood development. Community Engagement works collaboratively with MSMU students and faculty, along with non-profit organizations, to promote healthy, socially-just communities in the greater Los Angeles area. All Mount students are empowered to participate in a variety of service opportunities in order to gain awareness of global issues impacting our society, to assess their own learning through reflection and structured experiences, and to become life-long committed advocates for social justice. The results are strong, dedicated and successful MSMU students who lead the way as learners, caregivers, citizens and leaders.

Counseling and Psychological Services (CPS)

MSMU recognizes that emotional health and personal growth are essential components of a successful academic experience. The mission of Counseling and Psychological Services (CPS) is to enhance the emotional growth and academic success of students by promoting balanced lifestyles, positive self-esteem and essential life skills with an emphasis on the development of the whole person. CPS

provides psychological counseling services and psychoeducational programs for students, as well as responsive consultation to the university community. In counseling, students discuss issues such as stress, anxiety, depression, academic concerns, family and relationship problems, grief, loneliness, eating issues, alcohol/drug problems, dating violence and self-esteem difficulties. Counseling services are available to current MSMU full-time traditional undergraduates, ABSN and ADN students, RN to BSN at MSMU and Doctor of Physical Therapy students. After the initial appointment, a recommendation will be made for individual counseling, group sessions, or referrals to services in the community. Our counseling is short-term, not to exceed 10 sessions per academic year as determined by your counselor. It may be in the best interest of the client to receive long-term therapy, specialized treatment or other referrals; in these cases, students will be referred out to services in the community.

All sessions are confidential in keeping with professional ethics and state laws. Information about clients is not shared with their families, the faculty, university administrators, or anyone else without the student's written permission. The exception to this policy is when limited disclosure is required by law to protect the student or someone else from harm. Counseling and Psychological Services is staffed by licensed psychologists and postdoctoral fellows.

Disability Services

In compliance with the state and federal laws and regulations, including the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 (Section 504), Mount Saint Mary's University does not discriminate on the basis of disability in administration of its education related programs and activities. We have an institutional commitment to provide equal educational opportunities for disabled students who are otherwise qualified. Students with documented disabilities must see the ADA Manager at the Doheny Student Resource Center or the Chalon Academic Support Center in order to receive appropriate accommodations. It is the student's responsibility to obtain accommodation letters from the director and to make arrangements for implementation of accommodations with faculty and/or staff in advance. Students, who believe they have been subjected to discrimination on the basis of disability, or have been denied access to services or accommodations required by law, should also contact the director for resolution. Copies of Mount Saint Mary's University ADA/Section 504 Disability Grievance Procedure can be obtained upon request in the Learning Center or the Student Affairs Office. The policy may also be viewed on the university website at www.msmu.edu/disabilityservices.

Service Animals

Mount Saint Mary's University follows the ADA and the most recent guidance from the Department of Justice (DOJ) regarding service animals. In accordance with ADA and DOJ, MSMU adopts the following guidelines for approved service animals on campus.

Definition of Service Animal

Service animals are defined by ADA and DOJ as "dogs that are individually trained to do work or perform tasks for people with disabilities. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties. Service animals are working animals, not pets. The work or task a dog has been trained to provide must be directly related to the person's disability. Dogs whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA." For a copy of the SERVICE ANIMAL GUIDELINES, including Handler's Responsibilities, see the ADA Manager at the Doheny Student Resource Center or the Chalon Academic Support Center.

Sports & Wellness

The Sports & Wellness Department promotes and supports student acquisition of lifetime health and wellness. This is accomplished by offering a broad range of programs and services that engage, inform, and inspire. To learn more about our programs and services visit the Sports & Wellness home page.

Fitness Centers

There are two fitness centers, one on the Chalon Campus and one on the Doheny Campus. The fitness centers are a benefit provided to all students, faculty, and staff by showing your MSMU ID card for access. Each fitness center is managed by full-time professional staff members with the assistance of part-time student workers. Drop by one of the fitness centers and ask for a tour to learn more about what is available.

Group Exercise

Group exercise sessions are free exercise sessions for students, faculty, and staff. These instructor-led sessions occur weekly on both the Chalon and Doheny campus. The

sessions are for all skill levels in a variety of formats including dance, strength, and cardio.

Intramural Sports

Intramural sports are opportunities for all Mount students, regardless of skill level, to play sports. Basketball, volleyball, flag football, soccer, and softball are some of the sports that have been offered. The Mount also has an agreement with UCLA Intramural Sports for more opportunities to participate.

PED Classes

PED (physical education) classes are offered for MSMU students to learn new skills and participate in regular physical activity. These one credit hour classes are offered as electives and are intended to enhance and balance the academic course load of students. All courses, with the exception of PED 100, are Credit/No Credit and may be repeated for credit. Typically classes are physically active and meet for one hour, twice a week during the semester. Visit the Course Catalog for a list of all classes, and log in to WebAdvisor to register for classes.

Special Events

Special events offer a wide variety of opportunities for fun and physical fitness. While some special events are traditions that are offered annually, other events are one time occasions. The events that are offered are intended to meet the needs and interests of a diverse student population.

Club Sports

Club Sports are opportunities for MSMU students to compete against other universities. Women's Basketball, Women's Soccer, and Women's Volleyball Clubs have weekly practices and compete in regional leagues against universities such as UC-Riverside, UC-Irvine, CSU-Santa Monica, and CSU-Northridge. The coach manages the team practices, competitions, and recruitment.

Wellness Coaching

Students looking to improve or maintain their wellness can meet one-on-one with a Peer Wellness Advocate for wellness coaching. Through coaching, Peer Wellness Advocates empower and guide you in creating a plan to make changes and set goals so that you can become the healthiest version of you.

Wellness Programs

Wellness Programs incorporate the university's wellness movement of: Eat Green, De-Stress, Sleep Well, and Move More. Programs include regular farmers markets, recipe

sampling, yoga, meditation, sleep 101, hiking, and many more.

Institute for Student Academic Enrichment (ISAE)

ISAE is a federally funded Student Support Services/TRiO program designed to ensure first-generation, income-qualifying and/or disabled students have a successful college journey. ISAE provides eligible students with individualized academic planning, peer mentoring, career and personal counseling, financial aid information, leadership development and cultural enrichment opportunities. TRiO Works! ISAE is located in Building 7 at Doheny.

Orientation

The Orientation program is designed to assist entering students with their transition to Mount Saint Mary's University and to enhance their overall success. Orientation includes an introduction to both the academic and student life aspects of the university and provides for the interaction of new students with faculty, staff, and current students. Orientation for new first-year students is held in the summer with a separate program for parents.

Residence Life

Traditional Undergraduates

Living on the Mount Saint Mary's University Chalon or Doheny campus can be an enjoyable experience, providing a unique opportunity for individual and group participation in residence hall life. Residence Life provides a community living environment that supports and enhances the holistic development of resident students. Being a member within our community provides various opportunities for residents to make connections, engage in life learning skills and become campus leaders. Our carefully designed programming model provides workshops, trips and events targeted to support resident's academic success, wellness, diversity and inclusion, and civic engagement opportunities. Life in the residence halls complements the academic life of the classroom. Only full-time traditional undergraduates may live in undergraduate housing. For more detailed information on Residence Life guidelines, policies and procedures review the Mount Saint Mary's University Student Handbook.

Accelerated Nursing (ABSN) and Doctor in Physical Therapy (DPT) On-Campus Housing

Living on campus improves academic performance and enhances student enjoyment and success at Mount Saint Mary's University. Living on campus provides students more frequent contact with faculty, staff and fellow students. It is easier for students to participate in university events and have access to diverse experiences and people. Housing for

ABSN and DPT students is located at the Doheny campus in Building 7. House 7 second floor is all female and House 8 ½ is all gender. Individual rooms in House 8 ½ are single gender. Restroom facilities in 8 ½ are community style and gender inclusive. For more detailed information about housing for ABSN and DPT students and Residence Life guidelines, policies and procedures click [HERE](#).

Community Student Ambassador Program

The Community Student Ambassador Program continues a long-standing Mount tradition of service to the broader community by encouraging and motivating local high school, middle and elementary school students to aspire and prepare for a university education. As one of MSMU's partnership programs, current Mount students serve as ambassadors in numerous high schools, middle schools, non-profit community partner sites and several Los Angeles City housing developments.

The ambassadors help high school, middle and elementary school students understand what skills and courses they need to qualify for university admission. Ambassadors assist with identifying appropriate universities to which they can apply, completing admissions applications and researching financial aid.

The program provides leadership and service opportunities to Mount Students by engaging them in outreach in the Los Angeles area. By helping these students to plan for college, improve study skills and envision satisfying and rewarding careers, Mount students are able to give back to the community while developing their own mentoring and professional skills.

Student Health Services

Mount Saint Mary's University Student Health Services department offers a broad range of services to both resident and commuter full-time students who pay the Comprehensive Student Fee.

Doheny Student Health Services is staffed by Registered Nurses, a Nurse Practitioner and a professional administrative and health education staff. Services include diagnosis and treatment of minor or immediate need illnesses and injuries, physical examinations, health education, immunizations, nutrition consultations and laboratory testing. Appointments may be made throughout the week at both the Doheny and Chalon Campus Student Health Services locations. Students who pay the Comprehensive Student Fee may see a medical provider or nurse at no expense. There may be minor charges for laboratory testing, immunizations and prescription medications. When Student Health Services is closed, a Medical Provider is on-call and available for consultation.

The Medical Director and physicians through the Medical Doctors of St. John's provide oversight, consultation and clinical review at both campuses.

Incoming freshmen and transfer students, both resident and commuters, must submit proof of required immunizations, along with a completed Health History Form and a Tuberculosis Screening Form. All full-time, regular students are required to carry Health and Accident Insurance. Please see the expense listings at the beginning of this catalog for additional information regarding health insurance available through Mount Saint Mary's University.

Women's Leadership and Student Involvement (WLSI)

Women's Leadership and Student Involvement (WLSI) offers many opportunities for leadership skill building and development in order to prepare students as leaders in their communities and future careers. Students are encouraged to develop and strengthen their personal, team, group, and citizen leadership skills throughout their time at the Mount. Programs and services offered through our office are available to all full-time traditional undergraduate students. **Mount Leads**, a university-wide leadership initiative is coordinated by our office and we encourage all students to explore how they can grow as leaders in the 4 Core Principles of Leadership.

The Student Government Association (SGA) and the **Student Activities Councils (SAC)** on each campus are housed in the WLSI office. SGA is designed to promote and work for the needs of students and the Mount community. Elected and appointed SGA officers form one collective governing association that serves as the voice of the student body and work to make student-centered change on campus in collaboration with university officials. The Student Activities Council (SAC) is a campus-wide event planning student council made up of students who consider themselves the "Keepers of the Athenian Spirit."

Information regarding student clubs and organizations can also be found in this office. Resources and services are available for all recognized **MSMU clubs/organizations**. First- and second-year students may also apply at the beginning of each year to be part of the nationally recognized **Leadership Scholar Program**. Students in this program have opportunities to develop their leadership potential by taking courses and participating in group service projects and other developmental experiences.

Each year, WLSI selects students to participate in **Public Leadership Education Network (PLEN)** seminars in Washington, D.C. Students are able to meet and network with women leaders from a variety of fields in our Nation's Capital. Applications are available beginning in September.

Orientation for new students is also coordinated through this office. Current students can apply to be summer Orientation Leaders. O-Leaders act as guides to new students during the orientation program by answering questions and introducing them to college life.

In collaboration with the History and Political Science department, WLSI also offers the **Women's Studies and Leadership Minor**.

The following courses in Leadership are taught by department staff:

LWS 1A	Introduction to Leadership Concepts	Spring
LWS 1C	Orientation Leader Training	Spring
LWS 5	Leadership in Action	Fall

Baccalaureate Degrees

The Bachelor of Arts with majors in:

American Studies (p. 79)

Applied Ethics (p. 81)
 Applied Psychology (p. 215) (*Weekend College only*)
 Art (p. 83)
 Biological Sciences (p. 86)
 Business Administration (p. 94)
 Chemistry (p. 106)
 Child Development (p. 108)
 English (p. 130) (*including Weekend College*)
 English and Business Administration (p. 132) (*including Weekend College*)
 Film and Media (p. 142) (*including Weekend College*)
 French Studies (p. 148)
 Global Politics (p. 152)
 Healthcare Policy (p. 156)

History (p. 159)
 Journalism and New Media (p. 163)
 Liberal Arts (*Weekend College* (p. 164) and *Fully Online* (p. 165) *only*)
 Liberal Studies (p. 168) (*for elementary teaching credential students*)
 Mathematics (p. 170)
 Music (p. 171)
 Philosophy (p. 200)
 Political Science (p. 206)
 Psychology (p. 211)
 Religious Studies (p. 223) (*including Weekend College*)
 Spanish and Business Administration (p. 236)
 Spanish Studies (p. 230)

The Bachelor of Science with majors in:

Biochemistry (p. 85)
 Biological Sciences (p. 86)
 Business Administration (*Weekend College* (p. 99) and *Fully Online* (p. 101) *only*)
 Chemistry (p. 107)
 Criminology (p. 113) (*including Weekend College and Fully Online* (p. 113))
 Film, Media and Social Justice (p. 142) (*including Weekend College*)

Geospatial Criminology (p. 150)
 Nursing (p. 176)
 Social Work (p. 226) (*including Weekend College*)
 Sociology (p. 228) (*including Weekend College*)

The Bachelor of Fine Arts with majors in:

Professional Photography (p. 210) (*including Weekend College*)

Individually Designed Major

The Individually Designed Major is available to students interested in giving further creative direction to their own education. These students are encouraged to utilize alternative modes of education and to assume leadership in initiating educational and cultural experiences. Admission to the Individually Designed Major presumes the ability on the part of the student to engage in independent study. Freshmen are eligible to pursue an IDM after the successful completion of their first semester at Mount Saint Mary's University.

Information is available in the Advisement Center and from the Baccalaureate dean.

Baccalaureate Degree Requirements

1. Completion of at least 124 semester units with a grade point average of 2.0 (C average) for all university work undertaken at Mount Saint Mary's University. A

minimum of 45 semester units must be in upper division work.

2. Completion of a major, as designated by the major department.
3. Completion of a MSMU Capstone course. As a requirement to graduate from MSMU, all students must take a 1-3 unit capstone course, either from their major or from a LACE Capstone offering. Please refer to the major course offerings or consult with your department chair for options.
4. Satisfaction of the senior residence requirement. Residence is defined as 30 of the last 39 units before graduation must be taken at Mount Saint Mary's University. A minimum of 12 upper division units must be in the student's major and earned in regular course work at Mount Saint Mary's University.
5. Completion of Mount Saint Mary's University General Education Curriculum.
6. Must file a graduation application in the Registrar's Office by the published deadline at the start of the term prior to the term of projected completion. (See academic calendar for published deadline.)

In order to participate in commencement exercises students must be registered for all courses needed to complete degree and university requirements. If a student is granted permission to enroll in a course prior to graduation at an institution other than Mount Saint Mary's University, the official transcript must be received by June 30 for a spring graduation date.

All courses used to fulfill General Education requirements must be passed with a grade of C- or above, with the exception of ENG 1A and ENG 1B, which must be completed with a grade of C or better and ENG 5H with a grade of B or better.

The general rule at MSMU is that students are governed by the catalog under which they enter the University. In cases when subsequent catalogs have small changes in major/minor or general education requirements, which are in the student's favor, they may be substituted at the option of the student with the approval of the department chair, and in addition, Deans in case of general education.

In some special circumstances a student may choose to adopt a future catalog but this can be done only once during the student's undergraduate years at MSMU. When students move to a subsequent catalog, the policy dictates that they will be held to all requirements of this catalog, including major, minor, and general education. A catalog-change form

is available at the Registrar's office. It is strongly recommended that catalog changes be made by the end of a student's junior year. Changes in University policies and procedures apply to all students regardless of their Catalog year.

General Education Curriculum: Liberal Arts Core Education (LACE)

The purpose of LACE is to offer a liberal education intentionally grounded in the ideals of the CSJ Core Values and the Mission of Mount Saint Mary's University. The goal of the curriculum is to emphasize leadership and a spirit to serve while enabling students with the knowledge and skills needed to better themselves, their environments, and the world. In the pursuit of this goal, innovative teaching and learning surround the principles central to a Mount education: the Spirit of our Founders, Community, Global Awareness and Understanding, and Women and Gender.

Student success is measured through the following LACE learning outcomes:

1. **Written Communication:** Students will be able to effectively express ideas in written form.
2. **Quantitative Reasoning:** Students will be able to solve problems and draw conclusions.
3. **Critical Thinking:** Students will be able to recognize assumptions, their underlying values, as well as assess and develop arguments.
4. **Language:** Students will be able to show basic competence in the following four areas of the target language: oral expression, listening comprehension, reading comprehension, and written expression.
5. **Spirit of the Founders:** Students will engage in the Catholic Intellectual Tradition as expressed in the CSJ mission of serving God and Neighbor as one by analyzing and applying this knowledge to advance core values of social justice, human rights and engagement.
6. **Community:** Students will critically analyze and apply disciplinary perspectives and contexts to the studies of communities, in order to build a sense of responsibility and skills necessary to serve.
7. **Global Awareness and Understanding:** Students will evaluate or apply modes of academic inquiry to historical and/or current global contexts.
8. **Women and Gender:** Students will critically evaluate the role of women and gender in society.

9. **Integrative Scholarship:** Students will demonstrate interdisciplinary knowledge and ability to connect diverse academic perspectives by critically examining topics related to the human condition under any of the central themes of LACE: Spirit of the Founders, Community, Global Awareness and Understanding, and Women and Gender.

Liberal Arts Core Education (LACE) Requirements

The following structure and content for the LACE General Education Curriculum applies to all Bachelor degrees with the exception that there is no modern language requirement for the Bachelor of Science degree.

Students may not take general education courses on a Credit/No Credit basis. All courses used to fulfill General Education requirements must be passed with a grade of C- or above, with the exception of ENG 1A and ENG 1B, which must be completed with a grade of C or better, or ENG 5H with a grade of B or better.

The university policy on challenge examinations will prevail in the General Education Curriculum.

FIRST-YEAR SEMINAR (4 UNITS) - GE 1:

The First-Year Seminar (FYS) is comprised of two semester-long courses designed to intellectually empower new students in their introduction to Mount Saint Mary's University. Both semesters provide a liberal arts learning environment that is grounded in innovative teaching and learning and incorporates a variety of academic and co-curricular subjects. Successful completion of both semesters of FYS within their first year is required for graduation from MSMU for all students entering the University with fewer than 24 units (graded). Completion of both semesters with at least a "C-" is required. FYS 1 is a pre-requisite for FYS 2.

FYS 1	First-Year Seminar Foundations	2
	or	
FYS 1H	First-Year Seminar Foundations Honors	2
	and	
FYS 2S	Introduction to Integrated Scholarship: Spirit of the Founders (CSJs)	2
	or	
FYS 2C	Introduction to Integrated Scholarship: Community	2

or

FYS 2G	Introduction to Integrated Scholarship: Global Awareness and Understanding	2
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or

FYS 2W	Introduction to Integrated Scholarship: Women and Gender	2
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WRITTEN COMMUNICATION (3 – 6 UNITS) - GE 2:

LACE includes 3 - 6 units of Written Communication. This includes either ENG 1A (3 units) and ENG 1B (3 units), both of which must be completed with a C or better; or ENG 5H (3 units) alone if completed with a B or above.

ENG 1A	Freshman English	3
	and	
ENG 1B	Freshman English	3
	or	
ENG 5H	Freshman Honors English	3

REASONING (6-9 UNITS) – GE 3

LACE includes 6-9 units of Reasoning, with 3-6 units of Math and 3 units of Critical Thinking.

A. Math (3-6 units):

MTH 1	Precalculus With Trigonometry	4
MTH 10	Quantitative Reasoning and Mathematical Ideas	3
MTH 28	Mathematical Analysis for Business	3
MTH 38	Elements of Probability and Statistics	3
MTH 50	Elementary Number Systems and Statistics	3
	and	
MTH 51	Elements of Geometry and Algebra	3
MTH 5A	Calculus I	4
PSY 40	Basic Statistical Methods	3
MTH 120	Discrete Mathematics	3

B. Critical Thinking (3 units):

PHI 5	Introduction to Logic	3
	or	
PHI 10	Critical Thinking	3

LANGUAGE (BA ONLY, 8 UNITS) – GE 4:

LACE includes 8 units of the same Language for the Bachelor's of Arts degree only. B.S. degree programs do not require a second language because of the additional science courses required by the related departments or outside professional accrediting agencies. All students are strongly encouraged to take a second modern language to enhance their personal and professional communication in our current multilingual society. Students whose language placement scores indicate eligibility for the third semester of a language are waived from the Modern language requirement but with no units awarded.

ARB 1	Arabic I	4
ARB 2	Arabic II	4
ASL 1	American Sign Language I	4
ASL 2	American Sign Language II	4
CHI 1	Elementary Chinese I	4
CHI 2	Elementary Chinese II	4
FRE 1	Elementary French I	4
FRE 2	Elementary French II	4
FRE 3	Intermediate French III	3
FRE 4	Intermediate French IV	3
FRE 103	Intermediate French III	3
FRE 104	Intermediate French IV	3
ITA 1	Elementary Italian I	4
ITA 2	Elementary Italian II	4
JPN 1	Elementary Japanese I	4
JPN 2	Elementary Japanese II	4
JPN 3	Intermediate Japanese III	3
KRN 1	Elementary Korean I	4
KRN 2	Elementary Korean II	4
LIN 105	American Sign Language I	4
LIN 106	American Sign Language II	4
POR 1	Elementary Portuguese I	4
POR 2	Elementary Portuguese II	4
SPA 1	Elementary Spanish I	4
SPA 1A	Elementary Spanish I for Native Speakers	4

SPA 2	Elementary Spanish II	4
SPA 2A	Elementary Spanish II for Native Speakers	4
SPA 3	Intermediate Spanish III	3
SPA 3A	Accelerated Spanish III/Spanish for Heritage Speakers	3
SPA 4	Intermediate Spanish IV	3
SPA 103	Intermediate Spanish III	3
SPA 103A	Accelerated Spanish III/Spanish for Heritage Speakers	3
SPA 104	Intermediate Spanish IV	3

CENTRAL CORE (12 UNITS) – GE 5

LACE includes 12 units of course work in the Central Core category, with 3 units completed in each core: Spirit of the Founders, Community, Global Awareness and Understanding, and Women and Gender. Courses may not be taken directly within, or cross-listed within, a student's major department. No more than 2 courses may be taken within a single department. Courses may be either upper or lower division.

A. Spirit of the Founders (3 units)

This includes coursework that deepens students' understanding of the Mission of the University and the spirit and charism of its founders, the Sisters of St. Joseph of Carondelet. Courses are rooted in the Catholic Intellectual Tradition, and the CSJ charism to "serve God and Neighbor as one."

PHI 15	Introduction to Philosophy	3
PHI 24	Socrates Plato and Aristotle	3
PHI 124	Socrates, Plato, and Aristotle	3
PHI 92	Introduction to Business Ethics	3
PHI 192	Business Ethics	3
PHI 160	Philosophy of Religion	3
PHI 168A	Contemporary Moral Problems	3
RST 21	21st Century Catholicism	3
RST 121	21st Century Catholicism	3
RST 23	Spiritual Journeys of Women	3
RST 123	Spiritual Journeys of Women	3
RST 41	Introduction to Christian Ethics	3

RST 141	Introduction to Christian Ethics	3	MUS 142	American Musical Theater	3
RST 45	Contemporary Issues in Christian Ethics	3	PHI 16	Philosophy Through Popular Culture	3
RST 145	Contemporary Issues in Christian Ethics	3	PHI 21	Moral Values and Ethical Decisions	3
RST 49	Biomedical Issues in Christian Ethics	3	PHI 134	American Philosophy	3
RST 149	Biomedical Issues in Christian Ethics	3	PHI 168B	Bioethics	3
RST 146	Peace and Justice Traditions	3	PHI 168C	Environmental Ethics	3
SJSD 1	Introduction to Social Justice and Sexual Diversity	3	PHI 170	Social and Political Philosophy	3
SJSD 12	Sexuality and Religion in the Arts	3	POL 1	American Government and Institutions	3
B. Community (3 units)			POL 109	Individual Rights	3
This includes courses designed to develop each student's sense of responsibility along with the skills and knowledge necessary to serve the communities in which we live and work. In addition, some courses include learning experiences that provide opportunities for students to contribute to the well-being of the cities and neighborhoods in which they live.			POL 179	California Politics	3
			PSY 1	Introduction to Psychology	3
			PSY 12	Lifespan/Human Development	3
ART 7	Experiences in the Visual Arts	3	PSY 121	Grief and Bereavement	3
ART 107	Experiences in the Visual Arts	3	RST 45	Contemporary Issues in Christian Ethics	3
ART 181	Yes We Can Art and Social Change	3	RST 145	Contemporary Issues in Christian Ethics	3
BIO 155	Cancer and Society	3	RST 135	Women and Christianity	3
ECO 1	Microeconomics	3	RST 172	Jesus and the Buddha	3
ECO 2	Macroeconomics	3	SOC 1	Introduction to Sociology	3
EDU 105	Language and Power in Schools	3	SPA 45	Cultures of the Spanish-Speaking Peoples in the United States and California	3
ENG 15	Literature and Society	3	SPA 145	Cultures of the Spanish-Speaking Peoples in the United States and California	3
ENG 115	Literature and Society	3	SW 1	Social Welfare, Social Movements, & Social Change	3
ENG 33	The Graphic Novel in Literature	3	SW 6	Child, Family, & Community	3
ENG 133	The Graphic Novel in Literature	3	C. Global Awareness and Understanding (3 units)		
ENG 37	Mental Illness in Literature	3	This involves coursework that enables students to analyze global systems, understand world cultures and events in historical or current contexts, and value cultural differences. The U.S. may be a point of comparison, but it is not be in itself the focus of the course.		
ENG 137	Mental Illness in Literature	3			
FLM 171	Film Noir and the City	3			
HIS 102	Constructing the History of the United States	3	ART 2	TWO-Dimensional Art and Design: Global Perspectives	3
HIS 176	The Harlem Renaissance	3	ART 169	Fashion, Body and Identity	3
MUS 6	The Music Community: Exploring Sound and Meaning	3	BIO 67	Environmental Science	3
MUS 106	The Music Community: Exploring Sound and Meaning	3	BIO 167	Advanced Topics in Environmental Science	3
MUS 120	Rock Communities	3	BIO 155	Cancer and Society	3
MUS 42	American Musical Theater	3	ECO 195	International Economics	3

ENG 15	Literature and Society	3	PHI 175	Philosophy of Film	3
ENG 115	Literature and Society	3	POL 2	Introduction to World Politics	3
ENG 27	Women in Quest	3	POL 131	International Relations	3
ENG 127	Women in Quest	3	POL 136	Revolutions and Social Movements	3
ENG 28	Contemporary Issues in World Literature	3	PSY 15	Global Lifespan Development	3
ENG 128	Contemporary Issues in World Literature	3	PSY 127	Immigrant Experience	3
ENG 33	The Graphic Novel in Literature	3	RST 11	Introduction to Hebrew Scriptures	3
ENG 133	The Graphic Novel in Literature	3	RST 111	Hebrew Scriptures	3
ENG 36	Sex Trafficking in Literature	3	RST 15	Introduction to the New Testament	3
ENG 136	Sex Trafficking in Literature	3	RST 115	The New Testament	3
ENG 70	Western Literary Heritage	3	RST 25	Relationships of Love, Marriage, and Family in World Religions	3
ENG 170	Western Literary Heritage	3	RST 125	Relationships of Love, Marriage, and Family in World Religions	3
ENG 124	Fiction to Film	3	RST 61	Introduction to World Religions	3
FLM 161	Asian Cinema	3	RST 161	World Religions	3
FRE 33A	French Culture and Civilization	3	RST 78	Death and Afterlife in World Religions	3
FRE 33B	French Culture and Civilization	3	RST 178	Death and Afterlife in World Religions	3
FRE 140	French /Francophone Women Writers in Translation	3	RST 131	Woke Jesus	3
GLP 114	The Politics of Democratization and Social Policy	3	RST 172	Jesus and the Buddha	3
POL 114	The Politics of Democratization and Social Policy	3	RST 175	Myth, Religion and Culture	3
GLP 128	Politics of Globalization and Interdependence	3	SJSD 61A	World Religions and Sexual Identities	3
POL 128	Politics of Globalization and Interdependence	3	SJSD 161A	World Religions and Sexual Identities	3
GLP 147	Women and Development	3	SJSD 61B	World Religions and Sexual Identities	3
POL 147	Women and Development	3	SJSD 161B	World Religions and Sexual Identities	3
HIS 1A	Western Civilization	3	SOC 1	Introduction to Sociology	3
HIS 1B	Western Civilization	3	SPA 153	Peeking Across Borders	3
HIS 189	History of Medicine	3	D. Women and Gender (3 units)		
HCP 189	History of Medicine	3	This includes courses designed to empower and challenge students to strive for excellence, both as scholars and contributors to a more just society. Courses emphasize the development of women as leaders, with an awareness and understanding of the roles of women and/or gender in society.		
LIN 101	Introduction to Linguistics	3	ART 169	Fashion, Body and Identity	3
MUS 16	Music Cultures of the World	3	ENG 27	Women in Quest	3
MUS 116	Music Cultures of the World	3	ENG 127	Women in Quest	3
PHI 168B	Bioethics	3	ENG 28	Contemporary Issues in World Literature	3
PHI 168C	Environmental Ethics	3			
PHI 174	Philosophy of Art	3			

ENG 128	Contemporary Issues in World Literature	3	RST 70	Faith and Human Development	3
ENG 33	The Graphic Novel in Literature	3	RST 170	Faith and Human Development	3
ENG 133	The Graphic Novel in Literature	3	RST 131	Woke Jesus	3
ENG 36	Sex Trafficking in Literature	3	RST 135	Women and Christianity	3
ENG 136	Sex Trafficking in Literature	3	RST 137	Challenges in Contemporary Theology	3
ENG 37	Mental Illness in Literature	3	RST 175	Myth, Religion and Culture	3
ENG 137	Mental Illness in Literature	3	SJSD 1	Introduction to Social Justice and Sexual Diversity	3
FLM 124	Gender and Media	3	SJSD 11A	Sexual Diversities and Hebrew Scriptures	3
FLM 136	Disney Inc. and Mass Popular Culture	3	SJSD 12	Sexuality and Religion in the Arts	3
FLM 142A	Women in Hollywood	3	SJSD 61A	World Religions and Sexual Identities	3
FLM 142B	Women in Hollywood	3	SJSD 161A	World Religions and Sexual Identities	3
FLM 168	Race, Sex & Hollywood	3	SJSD 61B	World Religions and Sexual Identities	3
FRE 140	French /Francophone Women Writers in Translation	3	SJSD 161B	World Religions and Sexual Identities	3
GLP 114	The Politics of Democratization and Social Policy	3	SPA 45	Cultures of the Spanish-Speaking Peoples in the United States and California	3
POL 114	The Politics of Democratization and Social Policy	3	SPA 145	Cultures of the Spanish-Speaking Peoples in the United States and California	3
GLP 147	Women and Development	3	SPA 153	Peeking Across Borders	3
POL 147	Women and Development	3	SW 6	Child, Family, & Community	3
HIS 191	Major Issues in the United States Women's History	3	INTEGRATIVE SCHOLARSHIP (6 UNITS) - GE 6		
MUS 17	Women and Gender in Music	3	LACE includes 6 upper-division units of Integrative Scholarship, to be taken after completion of the Central Core. These courses may either be two 3-unit linked courses or two interdisciplinary courses (see below for more detail) and are designed to assist students in cultivating interdisciplinary and intercultural knowledge and competencies in the context of the LACE central themes. A student may take courses within their major department, but it cannot be double-counted towards the major.		
MUS 117	Women and Gender in Music	3	A. and B. Linked Courses		
PHI 150	Metaphysics	3	Linked courses are defined as having a minimum of one common read/chapter and/or one shared assignment between two different courses of dissimilar disciplinary fields. Both linked courses must be taken in order to satisfy this requirement.		
PHI 176	Philosophy of Literature	3			
POL 102	Women and the Law	3			
PSY 110	Gender Issues in Psychology	3			
RST 21	21st Century Catholicism	3	BIO 155	Cancer and Society	3
RST 121	21st Century Catholicism	3		and	
RST 23	Spiritual Journeys of Women	3	GLP 114	The Politics of Democratization and Social Policy	3
RST 123	Spiritual Journeys of Women	3		or	
RST 25	Relationships of Love, Marriage, and Family in World Religions	3			
RST 125	Relationships of Love, Marriage, and Family in World Religions	3			
RST 41	Introduction to Christian Ethics	3			
RST 141	Introduction to Christian Ethics	3			

POL 114	The Politics of Democratization and Social Policy	3
BIO 156	Cancer and Molecular Techniques and	3
GLP 114	The Politics of Democratization and Social Policy or	3
POL 114	The Politics of Democratization and Social Policy	3
EDU 105	Language and Power in Schools and	3
ENG 102	Structure of Modern English	3
ENG 103	Writing Histories and	3
HIS 102	Constructing the History of the United States	3
MUS 145	Music and Violence and	3
POL 143	Terrorism and Political Violence	3
ART 198A	The Magic of Play=Designing Playful Learning Environments I and	3
ART 198B	The Magic of Play=Designing Playful Learning Environments II	3
PSY 198A	The Magic of Play=Designing Playful Learning Environments I and	3
PSY 198B	The Magic of Play=Designing Playful Learning Environments II	3
SW 148	Contemporary Global Issues in Social Welfare and	3
FLM 102	Cell Phone Cinema	3

Non-Linked Courses

Non-linked interdisciplinary courses are independent of each other. They are defined as integrating / utilizing the perspectives, concepts and techniques of two or more distinct disciplinary fields in advancing the understanding of the core topic of the course.

ART 197	Play=Learning: Child Development in Community	3
PSY 197	Play=Learning: Child Development in Community	3
BIO 167	Advanced Topics in Environmental Science	3
ENG 124	Fiction to Film	3
GLP 128	Politics of Globalization and Interdependence	3
POL 128	Politics of Globalization and Interdependence	3
HIS 189	History of Medicine	3
HCP 189	History of Medicine	3
SJSD 147	Colonialism, Religion, and Sexual Diversity	3
SJSD 161A	World Religions and Sexual Identities	3
SJSD 161B	World Religions and Sexual Identities	3

Double Counting Courses**Within LACE General Education:**

No courses within the LACE curriculum may double count for any other area of the LACE requirement.

Between LACE and Majors or Minors:

Courses fulfilling the LACE Written Communication, Reasoning and Language requirements may double count towards a student's major and/or minor.

LACE courses satisfying the Central Core and Integrative Scholarship requirements may not double count towards a student's major, however they may count towards a second major or any minors.

Note: An exception to the policy on double counting between LACE and a major is made for the Bachelors of Arts degree in Liberal Studies. Due to the nature of this major, courses used to meet BA Liberal Studies requirements may double count for LACE general education requirements.

Between Double Majors:

When completing a double major, no more than 9 upper division units may be double counted to satisfy requirements for both majors.

Language Fulfillment Alternative

This requirement may be satisfied by any of the following alternatives:

1. A student who begins a language must complete French 1 and 2, Japanese 1 and 2, or Spanish 1 and 2, or their equivalent. For other languages, students must complete the equivalent of the second semester or third quarter.
2. Students whose native language is not English may demonstrate academic proficiency in English as a second language by passing the TOEFL examination with scores above 550.
3. Students may take placement exams offered by MSMU's Language and Culture Department in Spanish, French or Japanese to fulfill the requirement. **Students whose language placement scores indicate eligibility for the third semester of a language are waived from the Modern language requirement but with no units awarded.**

Graduating with a Double Major

Students who wish to earn a degree with a double major must observe the following requirements:

1. The two majors may be in the same or different degree programs. The student must determine the primary major and satisfy the general education requirement for the degree of that major. The other major is considered the secondary major.
2. All requirements for both majors must be met, including all upper division work, foreign language, and any additional requirements.
3. The department chairpersons of both major areas must approve the student's completion of the requirements for the major.
4. A second major may be earned in the same academic area, but no more than 9 upper division units may satisfy requirements in both majors.

Second Baccalaureate

In order to receive a second Baccalaureate degree, a student must fulfill the following requirements:

1. Completion of a minimum of 24 semester units in residence beyond the requirements for the first baccalaureate degree.
2. Completion of all departmental requirements, including a modern language if necessary, in the area of the major for the second degree.

3. Completion of all other institutional requirements if the first degree has been earned elsewhere.

Minor Policy

A minor should enrich a student's major, allow for specialization within a major, broaden a student's career options, and encourage exposure to other academic disciplines. While most disciplines require 18 units to complete a minor, some departments require additional units. In addition to the requirements for individual academic disciplines, a student must complete three upper division courses (9 units) for a minor that are not also being used to fulfill requirements for the major, general education, or another minor. The deadline for declaring a minor will be the end of the student's junior year.

Graduation with Honors (Baccalaureate Degree)

Latin Honors are granted with Bachelor of Art (BA) and Bachelor of Science (BS) degrees.

To be eligible, the student must have completed 45 letter-graded units at Mount Saint Mary's University by the end of the term prior to the last term of attendance.

Graduation with Latin Honors is based on the cumulative grade point average (GPA) at the time of degree posting and will be determined according to the following scale:

- **Cum laude** shall be granted to a student who has earned a cumulative GPA of 3.50 - 3.69.
- **Magna cum laude** shall be granted to a student who has earned a cumulative GPA of 3.70 - 3.84.
- **Summa cum laude** shall be granted to a student who has earned a cumulative GPA of 3.85 or higher.

In calculations for Latin Honors, GPA will not be rounded up, and will be based on the student's actual GPA.

A preliminary Honors list is compiled based upon all units completed excluding the last term prior to graduation. Students who meet the Latin Honors requirements are indicated as candidates for Latin Honors in the Commencement program. The final Latin Honors list is established at the time of degree posting. All units accepted towards graduation (or degree completion) are considered in the calculation of Latin Honors including grades of courses that transferred in at time of matriculation and grades of courses during the last term.

Honor Societies

Alpha Mu Gamma

National Foreign Language Honor Society

Alpha Tau Delta

National Honor Fraternity in Nursing

Delta Epsilon Sigma

National Scholastic Honor Society

Kappa Gamma Pi
National Catholic College Graduate Honor Society

Lambda Iota Tau
National Literature Honor Society

Phi Alpha Theta
International History Honor Society

Pi Delta Phi
National French Honor Society

Pi Theta Mu
Service Honor Society

Psi Chi
National Honor Society in Psychology

Sigma Delta Pi
National Spanish Honor Society

Omicron Pi
National Honor Society for Adult Students

Academic Support Services

Academic Advisement

Academic Advisement Department, located at both the Doheny and Chalon campuses, provides multiple services in order to best serve our students' academic needs and to effectively guide our students towards graduation. These services include advising students from many of the traditional undergraduate programs and the Pre-A.D.N. program, mandatory Pre Nursing workshops, major and minor exploration workshops, general education/LACE support, mandatory appointments, forms processing, transfer credit evaluations and more. We provide these services in order to effectively assist students on their academic journey. Academic Advisement is dedicated to empowering and educating the whole student in order to provide a unique and well-rounded experience at MSMU.

After newly admitted students give a tuition deposit to secure their spot at the Mount, information regarding placement testing will be sent. All students are required to take placement testing in order to determine the appropriate starting coursework. These sessions are held during the spring and summer. After a student completes the placement test, they will meet with an academic advisor during Advisement & Registration Days to discuss their academic program, policies and procedures, and their first semester courses.

Once a student matriculates into MSMU, a permanent academic advisor is assigned at the start of their first semester. The advisor is the academic point person who

assists in clarifying LACE, general education, major and minor requirements, university policies and procedures and the connecting resource to other services on campus. Each student is mandated to meet with their academic advisor at least once a semester during Advisement Period to monitor academic progress, review courses for the following semester, and to remove the advisor hold on their account. Students will be able to register into courses for the following semester once their advisor hold has been removed and registration period has started. Although the Academic Advisement staff and faculty advisors make every effort to provide effective advisement and guidance for the student, it is ultimately the student's responsibility to ensure that all procedures are followed and requirements fulfilled.

Weekend/Evening College

The Weekend/Evening College Academic Advisors provide multiple services such as coordinating advisement for the Weekend/Evening college student, general education & major support, weekday & weekend advisement appointments, referrals to the Professional & Academic Resource Center (The PARC), in order to effectively assist students on their academic journey. The Weekend/Evening college advisors help empower students by aiding them in understanding their academic program, policies, procedures and providing guidance for graduation.

All Weekend/Evening College students are assigned an academic advisor with whom they plan their academic programs. The advisor assists in clarifying general education and major requirements. Students must meet with their advisor at least once each semester in order to register for classes. Entering students meet with an advisor once they have been accepted to MSMU. Although the Weekend/Evening College advisors make every effort to provide advisement for the student, it is ultimately the student's responsibility to see that all procedures are followed and requirements fulfilled.

All entering students are required to attend a New Student Orientation. Information regarding Orientation is sent to new students after they have been accepted to MSMU. All students who did not receive transfer credit for Freshman English Composition and/or college level Math, are required to take a placement exam. Placement testing sessions are held prior to New Student Orientation.

The Weekend/Evening College Advisory Council was created in June 2016. The goal of the Council is to maximize communication among the various constituencies involved in the WEC program to address immediate, mid-level and long range opportunities and challenges guided by a clear vision for the future of the Program and the needs of the students it serves. The WEC Advisory Council is comprised of the Dean of the Weekend/Evening College, WEC Assistant

Dean, all WEC department chairs and program directors of on-campus and online programs, two ad hoc faculty members from MSMU, a current student, and recent alumni representative, in addition to representatives from key offices on campus. As key constituents of the Weekend/Evening College, Council members will serve in an advisory role regarding program initiatives as well as share in the accurate and timely dissemination of these initiatives throughout the MSMU community.

Weekend/Evening College Student Leadership Opportunities

The Weekend/Evening College provides various student leadership opportunities, such as:

Weekend/Evening College Peer Mentor Program-

The Weekend/Evening College Peer Mentor Program provides support, caring, and opportunities for adult students to connect with one another. We empower students to explore, collaborate, while contributing to WEC's mission of increasing students' global awareness and prepare them for lives of innovative and continual learning. We believe in the power of community as our students begin their journey at Mount Saint Mary's University.

Owl Assembly- open to English and/or English/Business Majors as well as all Weekend/Evening College students)

Applied Psychology Student Organization- open to all Applied Psychology majors, as well all Weekend/Evening College students)

Library Facilities

The **Charles Willard Coe Memorial Library**, located on the Chalon Campus, is the principal library of Mount Saint Mary's University. Constructed in 1947, the Coe Library houses the majority of print library materials for both campuses and also houses the Instructional Media Center, an Office of Institutional Technology (OIT), administered repository for non-print media, and the hardware necessary to non-print media use. The facility is intended primarily for individual and small group use but also circulates its sound and image collections for use in the classroom. There is an OIT administered computer lab on the 4th floor and a 24 hour computer lab and study rooms are located on the 1st floor.

The J. Thomas McCarthy Library on the Doheny Campus is housed in the Sr. Magdalen Coughlin Learning Complex.

The libraries serving the two campuses currently hold over 130,000 volumes and carry subscriptions to over 800 print periodicals. Moreover, the OIT administered IMTC contains over 5500 titles of non-print media material. Print and non-

print materials are lent from one library to the other to accommodate the changing curriculum and to meet the needs of faculty and students, who are also permitted to use both collections in person. The libraries hold subscriptions to a number of bibliographic and full-text on-line databases in a wide variety of academic subject areas. There are three book databases as well as numerous journal article and proprietary materials databases. Please consult the Libraries' Research Resources WebPages for a list of current subscriptions.

Study Away Opportunities

As a traditional liberal arts institution, Mount Saint Mary's University recognizes the value of the study away experience. Qualified students have the opportunity to gain knowledge, cultural awareness, and personal maturity as an integral part of their Mount education by participating in study away programs. Each program affords students unique and valuable experiences at other institutions, while they earn academic credit from the Mount.

Traditional study abroad opportunities are provided by the university's partner organizations in countries around the world. International exchange options include Nanjing University, Jinling College of Nanjing University, Gannan Normal University, Richmond, The American International University in London, Universidad Anáhuac Mayab, Universidad Latina, and University of Shiga Prefecture. The ACSSJ Student Exchange, Yes We Must Coalition, and Washington Semester Program permit students from the Mount to attend other schools in the U.S. for one or two semesters. For a complete list of possible options, visit the Study Away Office or consult its web page at www.msmu.edu/academics/study-away and, especially, its internal page at myMSMU>Academics>Study Away.

Qualified students may study in one of these programs during their junior or senior year. Minimum requirements to participate include a cumulative 3.0 GPA and "good standing," as indicated by Student Affairs. Applications and other relevant information are available online or in the Study Away Office. Students who plan to study away must attend a mandatory information session during the semester prior to their desired semester away. MSMU deadlines to file an application and a Transfer of Credit Clearance form for study away are April 1 for Fall semester and October 1, for Spring semester. (Weekend/Evening College students must submit Summer semester forms by March 1.)

All students must obtain approval from the Director of Study Away in order to be eligible for financial aid while studying away. They must complete the appropriate academic year Free Application for Federal Student Aid (FAFSA) and have that information sent to Mount Saint Mary's University. They also must submit the Aid Renewal Request Form and a breakdown of anticipated costs for the semester to the

Office of Student Financing. Study away students must follow the same deadlines as students not participating in the program. They do not qualify for Federal Work Study or Mount Work funds while away, but they may be awarded work monies when they return to campus. If a student receives any type of outside award, including a scholarship or stipend from their study away program, they must report it to the Office of Student Financing, so it can be considered in the evaluation of their aid. All students participating in study away programs are required to meet with both the Office of Student Financing and the Student Accounts Office beforehand. Any additional questions regarding funding of study away programs should be directed to the Office of Student Financing.

All study away students are required to purchase and show proof of travel insurance. Travel insurance should include health, life and disability coverage. Third party providers (ex. AIFS, CAPA, CEA, IPSL, etc.) provide travel insurance by participating in their program. Students going to one of the international exchange destinations are required to purchase and show proof of travel insurance.

The GPA earned in these programs is included in the student's overall GPA and used for the conferral of honors at graduation. Each study away program may have additional requirements. Please consult the Study Away Office for more information.

UCLA Cross-Registration Agreement

Mount Saint Mary's University has a cross-registration agreement with the University of California at Los Angeles (UCLA), the purpose of which is to supplement and enrich the MSMU academic program and to provide an opportunity for UCLA students to take Mount courses. Full-time Mount baccalaureate students who have sophomore, junior, or senior standing and a cumulative grade point average of 3.2 or better may, with the permission of the University Registrar, take one undergraduate course at UCLA per semester, but no more than four courses toward the degree. No more than two such courses will count toward the MSMU residency requirement; courses taken at UCLA must not be among those available at MSMU. Courses taken at UCLA under this arrangement will be included in the student's load at the University, and, except for specific course laboratory or studio fees, no additional tuition or fees will be charged. It is not intended that MSMU students take courses at UCLA to fulfill general education requirements. No course taken at UCLA will count as an honors course at MSMU. Transportation to such courses and parking fees are the responsibility of the student enrolled. For information and procedures, consult the Office of the Registrar on the Chalon campus. This agreement does not apply to UCLA Extension courses.

Student Affairs

The Division of Student Affairs furthers the mission of Mount Saint Mary's University through programs, services and policies designed to empower students as leaders, learners and advocates of a just society. This happens through a wide variety of co-curricular offerings in multiple departments, including Campus Ministry, Career Services and Internships, Community Engagement, Community Student Ambassador Program, Counseling and Psychological Services, Academic Support Center, Orientation, Residence Life, Security, Sports and Wellness, Student Health Services, Student Programming and Commuter Services, and Women's Leadership and Student Involvement. We encourage all students to get involved in our programs and take advantage of our resources and services. Student Affairs is also available to assist students with any challenges or issues and to address questions and concerns.

Campus Ministry

Campus Ministry invites students to deepen their engagement with the spiritual dimension of life, which is the heart of a Mount Saint Mary's education. Catholic in our roots and vision, we welcome the opportunity to serve students of every religious affiliation or none at all. We respect the freedom of each person's conscience and unique spiritual path, while offering the rich resources of the Catholic tradition.

The mission of Campus Ministry is (1) to support the Catholicity of the university, in the tradition of the Sisters of St. Joseph; (2) to support the spiritual development of the entire Mount community, and (3) to foster educated, committed service to both Church and society. The Campus Ministry team is comprised of professional and student Ministers. Together, we work to provide opportunities for many aspects of worship, spirituality, the building of community-on-campus, festivities, service to others and action for global justice. We offer assistance to those who are thinking about becoming Catholic, or about being baptized, confirmed, or receiving first communion. We are here to provide you with support and care in these joyful and the challenging times of your life. Everyone is invited to come by to talk, or to participate in our many programs – and new ideas are always very welcome!

Campus Security

For the safety and security of all students, faculty, and staff, Universal Protection Service is contracted to provide security coverage for the Chalon and Doheny Campuses. Security functions 24 hours a day 7 days a week. Concerns regarding security can be reported to the Director of Campus Security by calling (310) 954-4084 at Chalon or (213) 477-2995 at Doheny or by calling Student Affairs (H200) at (310) 954-4130 or Building 7 at (213) 477-2570.

Security Officers are located at each Main Entrance Kiosk at all times. All vehicles entering the campus in the evening are required to stop at the entrance of the University and provide the Officers their intended destination. Mount Saint Mary's University students, faculty, staff and guests must show current I.D. or a parking decal. All visitors (including escorted guests) must show a valid form of identification and will be logged in. Only those with valid identification will be allowed onto campus.

Both campuses utilize foot and vehicle patrols 24/7 in order to provide the safest possible university experience. All students are encouraged to notify Campus Security if they notice anything out of the ordinary or witness unsafe activity by any member of the Mount Community. Students are also encouraged to sign up for the emergency notification system, E-Alert. This notification system is a voluntary program which will allow those that sign up for the service to be notified of emergencies via email and/or text message to their personal cell phone and university email address. Campus Security publishes an Annual Security and Fire Safety Report; copies are available in the Student Affairs office or on the Campus Security website. For more information on the Department of Campus Security, click [here](#).

Career Services and Internships

At Mount Saint Mary's University, our graduates go on to have productive and meaningful careers in a variety of professions and employment fields. Career Services & Internships helps prepare students for all aspect of the career process. Professional staff provide students with the opportunity to explore different majors and career options utilizing a variety of resources and services including career counseling, career and personality assessments, career planning courses (SPR 18 and SPR 70) and innovative, hands-on programming. Individual student services include support with internships and employment opportunities, resume and cover letter review, developing interviewing techniques, conducting mock interviews, and providing information on ensuring a successful job or internship search.

Career and professional events are available throughout the year and include opportunities to meet with career and graduate school representatives, nursing career panels, alumnae panels, an etiquette dinner, and career-related workshops on graduate school, interviewing, resumes and cover letters, and job search and social media resources. Our department also supports students in their major and career exploration through two assessments: the Strong Interest Inventory and the Myers-Briggs Interest Inventory. Part-time, full-time, internship and volunteer opportunities are available on the Mount's on-line Career Network, at: www.mountcareernetwork.com. Students can connect

with alumnae employers through a LinkedIn group called: Mount Saint Mary's University: Students & Alumnae via LinkedIn.com.

Weekend/Evening College Career Services

Weekend/Evening students have access to career services through the Professional and Academic Resource Center (The PARC) and the Mount's on-line Career Network at: www.mountcareernetwork.com

Community Engagement Office

In the spirit of the mission of Mount Saint Mary's University, Community Engagement offers MSMU students off-campus service and learning experiences in partnership with local organizations that promote human and neighborhood development. Community Engagement works collaboratively with MSMU students and faculty, along with non-profit organizations, to promote healthy, socially-just communities in the greater Los Angeles area. All Mount students are empowered to participate in a variety of service opportunities in order to gain awareness of global issues impacting our society, to assess their own learning through reflection and structured experiences, and to become life-long committed advocates for social justice. The results are strong, dedicated and successful MSMU students who lead the way as learners, caregivers, citizens and leaders.

Counseling and Psychological Services (CPS)

MSMU recognizes that emotional health and personal growth are essential components of a successful academic experience. The mission of Counseling and Psychological Services (CPS) is to enhance the emotional growth and academic success of students by promoting balanced lifestyles, positive self-esteem and essential life skills with an emphasis on the development of the whole person. CPS provides psychological counseling services and psychoeducational programs for students, as well as responsive consultation to the university community. In counseling, students discuss issues such as stress, anxiety, depression, academic concerns, family and relationship problems, grief, loneliness, eating issues, alcohol/drug problems, dating violence and self-esteem difficulties. Counseling services are available to current MSMU full-time traditional undergraduates, ABSN and ADN students, RN to BSN at MSMU and Doctor of Physical Therapy students. After the initial appointment, a recommendation will be made for individual counseling, group sessions, or referrals to services in the community. Our counseling is short-term, not to exceed 10 sessions per academic year as determined by

your counselor. It may be in the best interest of the client to receive long-term therapy, specialized treatment or other referrals; in these cases, students will be referred out to services in the community.

All sessions are confidential in keeping with professional ethics and state laws. Information about clients is not shared with their families, the faculty, university administrators, or anyone else without the student's written permission. The exception to this policy is when limited disclosure is required by law to protect the student or someone else from harm. Counseling and Psychological Services is staffed by licensed psychologists and postdoctoral fellows.

Disability Services

In compliance with the state and federal laws and regulations, including the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 (Section 504), Mount Saint Mary's University does not discriminate on the basis of disability in administration of its education related programs and activities. We have an institutional commitment to provide equal educational opportunities for disabled students who are otherwise qualified. Students with documented disabilities must see the ADA Manager at the Chalon Academic Support Center or the Doheny Student Resource Center in order to receive appropriate accommodations. It is the student's responsibility to obtain accommodation letters from the director and to make arrangements for implementation of accommodations with faculty and/or staff in advance. Students, who believe they have been subjected to discrimination on the basis of disability, or have been denied access to services or accommodations required by law, should also contact the director for resolution. Copies of Mount Saint Mary's University ADA/Section 504 Disability Grievance Procedure can be obtained upon request in the Learning Center or the Student Affairs Office. The policy may also be viewed on the university website at www.msmu.edu/disabilityservices.

Service Animals

Mount Saint Mary's University follows the ADA and the most recent guidance from the Department of Justice (DOJ) regarding service animals. In accordance with ADA and DOJ, MSMU adopts the following guidelines for approved service animals on campus.

Definition of Service Animal

Service animals are defined by ADA and DOJ as "dogs that are individually trained to do work or perform tasks for people with disabilities. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a

person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties. Service animals are working animals, not pets. The work or task a dog has been trained to provide must be directly related to the person's disability. Dogs whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA." For a copy of the SERVICE ANIMAL GUIDELINES, including Handler's Responsibilities, see the ADA Manager at the Chalon Academic Support Center or the Doheny Student Resource Center.

Sports and Wellness

The Sports & Wellness Department promotes and supports student acquisition of lifetime health and wellness. This is accomplished by offering a broad range of programs and services that engage, inform, and inspire. To learn more about our programs and services visit the Sports & Wellness home page.

Fitness Centers

There are two fitness centers, one on the Chalon Campus and one on the Doheny Campus. The fitness centers are a benefit provided to all students, faculty, and staff by showing your MSMU ID card for access. Each fitness center is managed by full-time professional staff members with the assistance of part-time student workers. Drop by one of the fitness centers and ask for a tour to learn more about what is available.

Group Exercise

Group exercise sessions are free exercise sessions for students, faculty, and staff. These instructor-led sessions occur weekly on both the Chalon and Doheny campus. The sessions are for all skill levels in a variety of formats including dance, strength, and cardio.

Intramural Sports

Intramural sports are opportunities for all Mount students, regardless of skill level, to play sports. Basketball, volleyball, flag football, soccer, and softball are some of the sports that have been offered. The Mount also has an agreement with UCLA Intramural Sports for more opportunities to participate.

PED Classes

PED (physical education) classes are offered for MSMU students to learn new skills and participate in regular physical activity. These one credit hour classes are offered as electives and are intended to enhance and balance the academic course load of students. All courses, with the exception of PED 100, are Credit/No Credit and may be repeated for credit. Typically classes are physically active and meet for one hour,

twice a week during the semester. Visit the Course Catalog for a list of all classes, and log in to WebAdvisor to register for classes.

Special Events

Special events offer a wide variety of opportunities for fun and physical fitness. While some special events are traditions that are offered annually, other events are one time occasions. The events that are offered are intended to meet the needs and interests of a diverse student population.

Club Sports

Club Sports are opportunities for MSMU students to compete against other universities. Women's Basketball, Women's Soccer, and Women's Volleyball Clubs have weekly practices and compete in regional leagues against universities such as UC-Riverside, UC-Irvine, Santa Monica College, and CSU-Northridge. The coach manages the team practices, competitions, and recruitment.

Wellness Coaching

Students looking to improve or maintain their wellness can meet one-on-one with a Peer Wellness Advocate for wellness coaching. Through coaching, Peer Wellness Advocates empower and guide you in creating a plan to make changes and set goals so that you can become the healthiest version of you.

Wellness Programs

Wellness Programs incorporate the university's wellness movement of: Eat Green, De-Stress, Sleep Well, and Move More. Programs include regular farmers markets, recipe sampling, yoga, meditation, sleep 101, hiking, and many more.

Institute for Student Academic Enrichment (ISAE)

ISAE is a federally funded Student Support Services/TRiO program designed to ensure first-generation, income-qualifying and/or disabled students have a successful college journey. ISAE provides eligible students with individualized academic planning, peer mentoring, career and personal counseling, financial aid information, leadership development and cultural enrichment opportunities. TRiO Works! ISAE is located at the Chalon Academic Support Center.

Academic Support Center

In order to enable each student to achieve maximum benefit from the academic programs at the University, the Academic Support Center offers a variety of academic support services for all MSMU students. Services include Scholar Mentor Program (peer tutoring and supplemental instruction), a

variety of academic and life skill workshops, writing and analytical skill consultation, and academic mentoring. The Academic Support Center is located in the Humanities Building, Room 207.

Orientation

The Orientation program is designed to assist entering students with their transition to Mount Saint Mary's University and to enhance their success at the university. Orientation programs specifically designed for new and transfer students are held in the summer and the beginning of the spring semester. Orientation includes an introduction to both the academic and student life aspects of the university and provides for the interaction of new students with faculty, staff, and current students. A separate program is offered for parents in the summer.

Residence Life

Traditional Undergraduates

Living on the Mount Saint Mary's University Chalon or Doheny campus can be an enjoyable experience, providing a unique opportunity for individual and group participation in residence hall life. Residence Life provides a community living environment that supports and enhances the holistic development of resident students. Being a member within our community provides various opportunities for residents to make connections, engage in life learning skills and become campus leaders. Our carefully designed programming model provides workshops, trips and events targeted to support resident's academic success, wellness, diversity and inclusion, and civic engagement opportunities. Life in the residence halls complements the academic life of the classroom. Only full-time traditional undergraduates may live in undergraduate housing. For more detailed information on Residence Life guidelines, policies and procedures review the Mount Saint Mary's University Student Handbook.

Accelerated Nursing On-Campus Housing

Accelerated Nursing (ABSN) On-Campus Housing Living on campus improves academic performance and enhances student enjoyment and success at Mount Saint Mary's University. Living on campus provides students more frequent and wider ranging contact with faculty, staff and fellow students. It is easier for students to participate in university events and have access to diverse experiences and people. Housing for ABSN students is located at the Doheny campus in Building 7. For more detailed information about housing for ABSN students and Residence Life guidelines, policies and procedures click [HERE](#).

Scholar Mentor Program

Scholar Mentors support fellow students in achieving their goal of academic success through peer tutoring sessions. This service is FREE to all MSMU undergraduates. Students can

also apply to serve as Scholar Mentors and develop their academic performance, leadership talents and gain valuable experience. Contact the Chalon Academic Support Center for Scholar Mentor assistance.

Student Programming and Commuter Services (SPCS)

The Student Programming Office offers fun and dynamic co-curricular programs and activities with the purpose of enriching student life and encouraging student involvement on campus. These programs help students feel welcomed and connected to the Mount community and to gain exposure to Mount Saint Mary's University traditions, social life, cultural expression, intellectual opportunities and community events. Opportunities for the undergraduate student experience include Welcome Week, Mount in the City Weekend Activities, MSMU Ticket Office, Dine-N-Chat and many other programs. Programs and services offered through our office are available to all full-time traditional undergraduate students. Students who would like to benefit from or contribute to Student Programming and campus life are welcome to visit the office for more information.

Chalon Commuter Services

Commuter students are an active and important part of the Mount community. Programs and services offered through our office are available to all full-time traditional undergraduate students. The following information is provided to keep commuter students informed of services and activities on campus:

Commuter Mentor Program (CMP): The Commuter Mentor Program is designed to aid first-year commuter students socially and academically by having them establish a relationship with a mentor, who serves as a leader and resource that connects mentees to the various resources available on- and off-campus.

Computer Labs: Commuters may use the computer in the Coe library on the 2nd – 4th floors.

Commuter Retreat: This is an opportunity for first-year commuter students to connect with upper division commuter student leaders and learn tips on how to make the transition to college, get involved on-campus and be successful.

Fax: Commuters may send outgoing faxes for free in H-200A.

Information Bulletin Boards: Commuters can find information in bulletin boards located on the first and second floor of the Humanities Building and the Leavey Commons Ground Floor hallway.

Lockers: Lockers are available for commuter students in the Humanities Building on the second, third, fourth and fifth floors. Lockers are assigned on a first come, first serve basis. Students provide their own padlock and clean out their locker at the end of the academic year. Items remaining in lockers after the designated deadline will be discarded. Sign up in the Student Programming and Commuter Services office.

Meals: Commuter students can save money and dine in a beautiful setting by purchasing one of four meal plans. Meal plans can be purchased by completing a commuter meal plan form in one of the cafes or at the Food Services office located on the Ground Floor of Leavey Commons.

Meal Voucher Program: Commuter students experiencing economic hardship may apply for the Meal Voucher Program for free meals in the Café. Contact Student Programming and Commuter Services for more information.

Off-Campus Housing Listing: A list of housing opportunities near the Mount (Brentwood, Santa Monica, and West Los Angeles) is available in the Student Programming and Commuter Services office or on the Commuter Services Portal page. The listing includes those searching for roommates, apartments, guesthouses, rooms in private homes, and rooms in exchange for services.

Study/gathering areas: The campus offers a number of gathering and study areas for commuter students. The Student Lounge offers a comfortable atmosphere with couches, study tables, cable television and game consoles. Leavey Patio located outside of the student dining room and patios outside the Campus Center and Humanities 2nd Floor are good outdoor study areas. The Library and Circle offer additional study areas.

Transportation options: Commuter students may utilize the free intercampus shuttle that travels between the Doheny and Chalon campuses. For commuter students who rely on public transportation, the Mount local shuttle service picks up students on Sunset Blvd. Students interested in arranging a carpool, may enroll in Zimride. For more information, contact the Parking and Transportation office.

Community Student Ambassador Program

The Community Student Ambassador Program continues a long-standing Mount tradition of service to the broader community by encouraging and motivating local high school, middle and elementary school students to aspire and prepare for a university education. As one of MSMU's partnership programs, current Mount students serve as ambassadors in numerous high schools, middle schools, non-profit community partner sites and several Los Angeles City housing developments.

The ambassadors help high school, middle and elementary school students understand what skills and courses they need to qualify for university admission. Ambassadors assist with identifying appropriate universities to which they can apply, completing admissions applications and researching financial aid.

The program provides leadership and service opportunities to Mount Students by engaging them in outreach in the Los Angeles area. By helping these students to plan for college, improve study skills and envision satisfying and rewarding careers, Mount students are able to give back to the community while developing their own mentoring and professional skills.

Student Health Services

Mount Saint Mary's University Student Health Services department offers a broad range of services to both resident and commuter full-time students who pay the Comprehensive Student Fee.

Chalon Student Health Services is staffed by Registered Nurses, a Nurse Practitioner and a professional administrative and health education staff. Services include diagnosis and treatment of minor or immediate need illnesses and injuries, physical examinations, health education, immunizations, nutrition consultations and laboratory testing. Appointments may be made throughout the week at both the Chalon and Doheny Campus Student Health Services locations. Students who pay the Comprehensive Student Fee may see a medical provider or nurse at no expense. There may be minor charges for laboratory testing, immunizations and prescription medications. When Student Health Services is closed, a Medical Provider is on-call and available for consultation.

The Medical Director and physicians through the Medical Doctors of St. John's provide oversight, consultation and clinical review at both campuses.

Incoming freshmen and transfer students, both resident and commuters, must submit proof of required immunizations, along with a completed Health History Form and a Tuberculosis Screening Form. All full-time, regular students are required to carry Health and Accident Insurance. Please see the expense listings at the beginning of this catalog for additional information regarding health insurance available through Mount Saint Mary's University.

Women's Leadership and Student Involvement

Women's Leadership and Student Involvement (WLSI) offers many opportunities for leadership skill building and development in order to prepare students as leaders in their communities and future careers. Students are encouraged to develop and strengthen their personal, team, group, and

citizen leadership skills throughout their time at the Mount. Programs and services offered through our office are available to all full-time traditional undergraduate students. **Mount Leads**, a university-wide leadership initiative is coordinated by our office and we encourage all students to explore how they can grow as leaders in the 4 Core Principles of Leadership.

The Student Government Association (SGA) and the **Student Activities Councils (SAC)** on each campus are housed in the WLSI office. SGA is designed to promote and work for the needs of students and the Mount community. Elected and appointed SGA officers form one collective governing association that serves as the voice of the student body and work to make student-centered change on campus in collaboration with university officials. The Student Activities Council (SAC) is a campus-wide event planning student council made up of students who consider themselves the "Keepers of the Athenian Spirit."

Information regarding student clubs and organizations can also be found in this office. Resources and services are available for all recognized **MSMU clubs/organizations**. First- and second-year students may also apply at the beginning of each year to be part of the nationally recognized **Leadership Scholar Program**. Students in this program have opportunities to develop their leadership potential by taking courses and participating in group service projects and other developmental experiences.

Each year, WLSI selects students to participate in **Public Leadership Education Network (PLEN)** seminars in Washington, D.C. Students are able to meet and network with women leaders from a variety of fields in our Nation's Capital. Applications are available beginning in September.

Orientation for new students is also coordinated through this office. Current students can apply to be summer Orientation Leaders. O-Leaders act as guides to new students during the orientation program by answering questions and introducing them to college life.

In collaboration with the History and Political Science department, WLSI also offers the **Women's Studies and Leadership Minor**.

The following courses in Leadership are taught by department staff:

LWS 1A (p. 349)	Introduction to Leadership Concepts	Spring
LWS 1C (p. 349)	Orientation Leader Training	Spring

LWS 5 (p. 349) Leadership in Action Fall

Graduate Degrees

Graduate Program Objectives

The liberal arts tradition and the Catholic nature of the University give direction to Mount Saint Mary's University Graduate Division. Graduate programs flow from the University mission statement and presuppose the components of a liberal arts education, as is evident in the following objectives, developed by the Graduate Council for the teaching and preparation of students at the graduate level.

Women and men at the graduate level are prepared as leaders for society and are given the means, as well as the confidence, to:

- create and contribute to a society in which respect for individuals permeates all professional structures and personal interactions;
- assist those with whom they work to recognize and use their own talents, skills, and resources;
- envision and facilitate personal responsibility for the direction of society as it grows toward a greater global interaction, culturally, socially, and politically;
- expand one's own knowledge of and contribution to a field through the tools of research and academic development.

Each graduate program, in ways appropriate to the preparation for a particular profession, strives to attain these objectives by:

- individualized and personal advisement;
- careful curriculum planning and scheduling;
- selection of competent, caring faculty who are well prepared in their fields and sensitive to the needs of the adult student population;
- challenging students to investigate a wide range of related resources beyond those presented in classes;
- providing a welcoming environment that suggests harmony, peace and concern for the well-being of all persons.

Programs in the Graduate Division include disciplinary, interdisciplinary, and professional graduate degrees. Degree nomenclature appropriately reflects the type of degree.

Institutional Student Learning Goals and Outcomes - Graduate

(ILG #1) Disciplinary Expert: Mount graduates will demonstrate the knowledge, skills and dispositions required of their chosen discipline.

(ILO #1) Disciplinary Competence: Mount graduates will demonstrate competence in techniques, concepts and knowledge specific to their chosen discipline.

(ILG #2) Complex Thinker: Mount graduates will be able to apply investigation, critical thinking, and analytic and decision-making skills to identify and solve problems effectively.

(ILO #2) Critical Thinking: Mount graduates will be able to assess, analyze, synthesize and evaluate information effectively.

(ILO #3) Information Literacy: Mount graduates will demonstrate research skills and methods through the ability to gather, document, investigate, analyze, interpret and evaluate information.

(ILG #3) Clear Communicator: Mount graduates will be able to effectively convey ideas, opinions, and facts in written and oral form.

(ILO #4) Written and Oral Communication: Mount graduates will be able to effectively express ideas in written form and oral form.

(ILG #4) "Dear Neighbor": Mount graduates are prepared to ethically live, work, serve and lead within diverse local, national, and global communities.

(ILO #5) Women and Gender / Diversity: Mount graduates will be aware of the roles of women and gender, or other diverse populations in their disciplines and in society.

(ILO #6) Spirit of the Founders: Mount graduates will contribute to their field in a way that honors the Catholic Intellectual Tradition as expressed in the CSJ mission of serving God and Neighbor as one, advancing core values of social justice, human rights and/or engagement. ()

(ILO #7) Community: Mount graduates will develop interdependent, mutually respected relationships in service of the common good.

(ILO #8) Global Awareness and

Understanding: Mount graduates will be prepared to live, work and lead in a global community.

(ILO #9) Ethics: Mount graduates will demonstrate the skills to address the moral and ethical challenges within their chosen profession.

Graduate Degrees Offered**Master of Business Administration with concentrations in:**

- Entrepreneurship
- Organizational Leadership
- Project Management

Master of Science in Education with concentrations in:

- Elementary Education*
- Secondary Education*
- Special Education: Mild/Moderate Disability*
- Special Education: Deaf/Hard of Hearing
- Instructional Leadership
- Individually Designed Program

Graduate Education Certificate Programs:

- Certificate in Instructional Leadership
- Certificate in Inclusive and Responsive Teaching

* Teacher Credential Programs (Preliminary and Clear) offered include Elementary/Multiple Subject, Secondary/Single Subject, Education Specialist (Mild/Moderate and Deaf/Hard of Hearing).

Master of Arts in the Humanities with concentrations in:

- English
- History
- Cultural Studies
- Creative Writing

Graduate Humanities Certificate Programs:

- English
- History
- Cultural Studies

- Creative Writing

Master of Science in Nursing with concentrations in:

- Educator
- Leadership and Administration
- Adult Gerontology Clinical Nurse Specialist
- Health Promotion - program on hiatus

Post-MSN Certificate Program:

- Certificate Post-MSN Adult - Gerontology Clinical Nurse Specialist

Master of Science in Counseling Psychology with concentrations in:

- Marriage and Family Therapy
- Licensed Professional Clinical Counselor
- General Counseling Psychology

Graduate Psychology Certificate Program:

- Certificate in Counseling the Spanish-Speaking Client - ¡ENLACES!

Master of Fine Arts in Film, Television and Photography with concentrations in:

- Directing
- Producing
- Cinematography
- Screenwriting
- Editing
- Music and Sound Design
- Visual Effects
- Acting
- Photography
- Documentary

Master of Fine Arts in Creative Writing**Master of Arts in Religious Studies with concentrations in:**

- Contextual Theology
- The Study of Religions

Graduate Religious Studies Certificate Program:

- Spiritual Direction

Master of Science in Health Policy and Management

Doctor of Physical Therapy

Doctorate in Clinical Psychology with concentrations in:

- Diverse Populations
- Latinx Mental Health

Graduate Division Admission Policies

A student who holds a bachelor's degree or equivalent by the time of matriculation (for prospective international students, a three- or four-year undergraduate degree from an institution of recognized standing) is eligible to apply for admission. The student's previous academic record must give evidence of the ability and preparation necessary for successfully pursuing graduate study. Each applicant is evaluated individually by the advising faculty, director, or chair of their respective program. Some programs have additional admission criteria that applicants must meet. Admission will be based on an evaluation of the applicant's potential for success in both the program and the profession.

Graduate Application Requirements

General application requirements are listed below. Please visit individual program sections for more information on additional entry requirements.

Application documents must be sent to the following address:

The Office of Graduate Admission
Mount Saint Mary's University
10 Chester Place
Los Angeles, CA 90007

1. Application and application fee.
2. Statement of interest/application essay.
3. Official transcripts from all colleges and universities previously attended, both undergraduate and graduate, sent directly from each institution to the Office of Graduate Admission.
4. Two letters of recommendation from persons who have had ample opportunity to judge the applicant's academic ability, achievement and professional potential. Note: Applicants are strongly encouraged to request letters of recommendation from 3 individuals because requested letters do not always arrive by the admission deadlines.

- Applicants for the Doctor of Physical Therapy require three letters of reference — one academic, one from a physical therapist, and one from an individual who can assess the applicant's interpersonal skills.

5. An interview with graduate faculty may be required, depending on the program.

Program-Specific Application Requirements:

- **DPT:** DPT applicants must submit official GRE score reports to PTCAS. All other required official test reports are to be sent to Graduate Admissions.
- **MSN:** applicants must meet all nursing department policies regarding health data, immunization/tests/titers (i.e. TB, Polio, TD, Hepatitis B, Measles, Varicella, etc.), and criminal background check. Contact Graduate Admissions for current requirements.
- **EDU:** additional application requirements differ, depending on the credential and program pursued. Please visit program's section for more information.
- **MFA Creative Writing:** applicants are required to submit a 10-20 page writing sample.
- **MFA Film, Television and Photography:** applicants are required to submit a creative portfolio.

Expedited Application Requirements for MSMU Alums:

Mount Alums are welcome to apply to the MBA and MSN program on an expedited basis. Below are the application documents required for the expedited application process for both programs.

- **MBA:** alums applying to the MBA program on an expedited basis only need to submit the following:
 - Online Application
 - Personal Statement
 - Resume
 - Letters of Recommendation, Transcripts and the \$50.00 Application Fee are waived for MSMU alums. In order to qualify for the expedited application process, MSMU alums must have a 3.0 GPA or higher.

- **MSN:** alums applying to the MSN program on an expedited basis only need to submit the following:
 - Online Application
 - Onsite Writing Sample at Time of Interview
 - Letters of Recommendation, Personal Statement, Resume, Transcripts and the \$50.00 Application Fee are waived for MSMU alums. Only MSMU alums who have a 3.0 GPA or above are eligible for the expedited application process.

Additional Application Requirements for International Students:

- All international students are required to submit a TOEFL or IELTS exam. Student must obtain a minimum score of 79 on the T.O.E.F.L. iBT exam (213 cBT, 550 pBT) or 6.5 on the I.E.L.T.S. exam in order for their applications to be considered for admission.
- Students who have obtained a bachelor's or master's degree from an institution where English is the primary language of instruction are exempt from having to submit a language exam.
- All international students are required to submit transcripts from his or her foreign university and a transcript evaluation from a NACES credential evaluation service member:
<http://www.naces.org/members.html>.
- All international students are required to complete and submit an International Student Data (ISD) Form and a Financial Affidavit (i.e. Proof of Funds), demonstrating that the student is financially capable to fund his or her tuition costs and living expenses for the first year.
- Submit a medical certificate.
- Complete necessary I-20 and visa documents.

Further details are published in "Information for Prospective Graduate Students From Other Countries," included with the application forms.

Note: Exceptions to the requirements listed above may be requested by academic petition to the graduate advisor and Graduate Dean.

Admission and Acceptance

After all requirements for admission have been fulfilled, the application and supporting documents will be forwarded to the department housing the graduate program to which the applicant has applied. The evaluation process will be

conducted by the Program Advisor or Director, Department Chair, Graduate Dean, and occasionally the Graduate Council.

A written decision of acceptance, conditional acceptance, or non-acceptance will be rendered on the Admission Evaluation Form. A copy of the admission letter will be mailed to the applicant from the Graduate Division Office.

In the event that the applicant's undergraduate record does not include all the required courses or a satisfactory grade point average, supplementary undergraduate work may be required to fulfill the prerequisites of the major department.

After official acceptance into a graduate degree program, masters and doctoral degree students may apply for financial aid from the Student Financing Office of Mount Saint Mary's University.

An applicant may complete up to 6 units in one semester at MSMU while applying for admission to a Graduate Program in the areas of Education and Humanities (see Non Degree-Seeking Graduate Students section). For Religious Studies requirements, see Graduate Religious Studies. Under certain circumstances a student may petition to complete an additional 3 units prior to the acceptance to any of these programs. No more than nine units taken at Mount Saint Mary's University before acceptance into a program may be applied to the degree program. Enrollment in courses as a non-matriculating student is subject to the approval of the program advisor, director and the Graduate Dean. Permission to enroll under a non-matriculating status does not guarantee acceptance to a graduate program at Mount Saint Mary's University.

Readmission Policy

A student wishing to return to the University after one year in which he or she was not enrolled must reapply for admission through the Graduate Admission Office and will be evaluated on the same conditions as all other new students.

Academic Policies for Graduate Division

Potential Barriers to State Licensure and/or Credentialing

State licensure and credentialing agencies maintain independent criteria and standards over which Mount Saint Mary's University has no control. Arrests or convictions (including expunged convictions) of a misdemeanor or felony may result in a student's inability to be licensed or credentialed. Additionally, undocumented immigrants may be denied a license in the student's chosen field. Therefore, it is highly recommended that individuals with potential legal or immigration status issues check with their

licensing/credentialing agencies prior to entering a graduate program of study to determine eligibility for licensure.

Student Responsibility

Students are held individually responsible for information contained in the University catalog, Graduate Student Handbook, program handbooks, and University email correspondence and the University web page. Failure to read and understand these policies and regulations will not excuse students from their observance. In addition they are responsible for the information contained in the official class schedules and other data sent or posted on the MSMU website by the Graduate Division Office. University catalogs are available on the MSMU website in the Graduate Division Office, and students are advised to obtain and keep their catalogs.

Academic Integrity – Graduate students are expected to follow Mount Saint Mary's policy regarding academic integrity. Plagiarism and other forms of academic dishonesty are treated as extremely serious violations of ethical conduct and may result in suspension or expulsion from the University. (See Catalog, Undergraduate Academic Policies, Academic Integrity section, and Graduate Student Handbook, Academic Integrity online.)

Graduate Academic Support Services

The Professional and Academic Resource Center (PARC) supports graduate students by offering a full range of academic support services. The Center offers orientation and workshops for new graduate students; writing and thesis assistance; tutoring in research methods, statistics, and disciplinary areas; career counseling; and faculty mentoring. Centrally located on the Doheny Campus, PARC also offers graduate students a space to work on group projects with peers and faculty.

Residence and Time Limit

After acceptance into a degree program the student is expected to remain continuously enrolled each regular semester up to and including the semester in which the degree is awarded. The degree must be earned within seven years after the first graduate level course is posted on the transcript. Note: courses applicable to credentials are subject to California Commission on Teacher Credentialing limitations.

A graduate student who is eligible but who chooses not to enroll continuously may petition for a leave of absence for a semester and may renew the leave for another semester but no more than three consecutive semesters. At the end of the period of leave, the student may enroll without filing an application for re-admission. After a lapse of time extending beyond the leave, the student will follow the same procedures as those for new applicants.

Thesis or Project Completion

If a student, after one semester enrollment in EDU 296B, EDU 296D, HUM 296B, or RST 291, has not completed the project or thesis, the student will be required to enroll in a one-unit thesis project continuation course (EDU 297A, EDU 297B, EDU 297C; HUM 297A, HUM 297B, HUM 297C, HUM 297D; RST 291A, RST 291B, RST 291C, RST 291D) for the subsequent semesters until the thesis/project is completed. Once three project continuation courses are completed, no other options for completing the masters degree are available. MFA in Creative Writing students are required to successfully complete two semesters of CRW 296. MFA in Film, Television & Photography are required to successfully complete FLM 298, FLM 299A, FLM 299B, and FLM 299C.

Unit Load

The number of semester units of work taken in the respective semester or summer session is determined in consultation with departmental advisors. The number of semester units for a full-time load is six (6) semester units.

Student Credit Hour

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than:

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required in paragraph (1) for other academic activities, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Credit for Prior Learning

The Graduate Division of Mount Saint Mary's University does not grant credit for prior learning or credit for "life experience".

Graduation

Application for Graduation: Candidates for the Masters and Doctoral degrees must file a formal degree application and pay the required fee at the beginning of their final semester. The specific date for this application is published in the current Academic calendar.

It is the responsibility of the student to apply for graduation. Graduation application forms are available in the Doheny Registrar's Office.

The graduation fee is required, in order for the degree to be awarded, regardless of attendance at the graduation ceremonies. Candidates should check with the appropriate program advisor or director to affirm that all requirements have been met.

Education Credential candidates are responsible for submitting Credential applications to the MSMU Department of Education for processing.

Graduation Exercises

Candidates receiving degrees are invited to participate in the graduation exercises. In order to participate in commencement exercises, students must be registered for all courses needed to complete degree and university requirements. These ceremonies are held each year at the end of the Spring semester. All graduates who have completed their programs since the previous Spring are included in these exercises.

Readmission of Students Who Have Already Completed a Graduate Degree

Graduates who wish to enroll for another credential or degree will follow the same procedure as new applicants. New recommendations and other records may be required, depending upon changed circumstances. An application fee is not charged unless a period of five or more years has elapsed since the completion of the previous program.

Non Degree-Seeking Graduate Students (Non-Matriculating Status)

Students who hold a Baccalaureate degree from regionally accredited colleges or universities are eligible to take courses for unit credit at the University without the intention of pursuing a graduate degree or credential. They may take either undergraduate courses in subjects of special interest or graduate courses for personal or professional development. Students submit an application to Graduate Admissions and complete a registration form. They may be required to provide evidence of possessing a Baccalaureate degree. Their registration is approved by the program advisor. They are expected to observe all policies and procedures of the University while in attendance. If, after taking courses at the University, a student should become an applicant for a degree, a limited number of graduate credit courses (no more than nine units) may be applied to the individual degree program, after the student has been admitted to the Graduate Program and Graduate Division. These courses must satisfy the requirements of the program and meet the approval of the program advisor/director and the Graduate Dean. Permission to enroll under a non-matriculating status does not guarantee acceptance to a graduate program at Mount Saint Mary's University.

Course Numbers

Although all of the work counted toward a graduate degree is of a distinctly advanced character, not all of the courses need be taken from the 200-level. With the approval of the graduate advisor/director in the major field, upper division courses suitable for a well rounded program may be included, provided that the student earns at least a grade of B. A maximum of upper division units that may be included are nine semester units for the Master of Arts in Humanities and the Master of Science in Education degrees and six units for the MSN degree. Courses required for a Doctoral degree in Physical Therapy have 400-499 numbering.

Grading Policies

Once submitted, grades may not be changed unless the result of clerical or procedural error. A student must request a review/change within 30 days after the end of a semester, or within 30 days following the posting of grades on WebAdvisor containing the grade which the student wishes to challenge. (See process in Graduate Handbook.)

Grades

The grade point average for all work presented for an advanced degree, credential, or certificate must be at least 3.0 or B average. A required course in which a grade of D or F has been received must be repeated. See specific program requirements for exceptions.

The student's grade point average is computed according to this scale:

A	4.0
A-	3.7
B +	3.3
B	3.0
B-	2.7
C +	2.3
C	2.0
C-	1.7
D	1.0
F	0.0

The following grades are not computed in the GPA:

AU	Audit
CR	Credit given (see below)
I	Incomplete (see below)
IP	In Progress: deferred grading for graduate thesis or field experience
NC	No Credit given (see below)

- NG No Grade received, issued by the Registrar pending receipt of the final grade
- U Unauthorized withdrawal
- W Withdrawal

Credit/No Credit

CR/NC ordinarily applies only to the Supervised Field Experience in graduate programs. For field experiences, practica, and supervised teaching offered by the Education, Counseling Psychology, Nursing and Physical Therapy Departments, CR signifies B or better work.

Audit

The grading selection of Audit should be requested when a student wishes to preview a course for which he/she will be enrolled at a later date for a grade or to review a course that has already been successfully completed as preparation for further study, or for intellectual curiosity and enrichment. Auditors attend class sessions regularly but are not obligated to take examinations. They receive no credit for courses audited. **Tuition is charged for courses taken as audit.**

Incomplete

An Incomplete is given only when a student:

1. has fulfilled the majority of the course requirements,
2. is prevented from completing the assigned work for serious medical/personal reasons, and
3. has a passing grade in course (at the time of occurrence of #2, above) and
4. can, in the opinion of the instructor, complete the work within the following semester.

A student requesting an Incomplete must file a Petition for Incomplete with the signature of the instructor and the department chairperson prior to the week of final examinations.

The instructor will assign a default grade when approving an Incomplete. This default grade will be recorded on the student's transcript when a completed grade is not assigned by the instructor and/or an extension of the Incomplete is not processed. If a default grade is not provided by the instructor and the work is not completed, the Incomplete will revert to an F.

An Incomplete may only be extended for one additional semester with the approval of the instructor, the department chairperson, and the appropriate academic dean. (Students may not be given more than two semesters to complete any course.)

Repetition of courses

Only courses for which unacceptable grades have been assigned may be repeated for a higher grade or CR. (See specific program for definition of unacceptable grades.) Courses may be repeated only once. The units are counted only once and the higher grade computed in the GPA. A student must repeat required courses in which unacceptable grades were assigned if the student is eligible to remain in the program.

Transfer of Credit

A maximum of six semester units of graduate work taken at a regionally accredited university graduate program is transferable to Mount Saint Mary's University provided that:

- the transfer courses satisfy curriculum requirements at Mount Saint Mary's University and a grade of B or better was earned;
- the courses are transferred after the student has been accepted into the program and prior to the last semester of graduate study (transfer credit forms are available in the Graduate Office);
- correspondence and extension courses are not transferable;
- courses were taken within seven years of the date on which the student was accepted in a Mount Saint Mary's University graduate program.

Once admitted to a graduate program students are expected to pursue study only at Mount Saint Mary's University.

Credit by Exam

In selected departments, course credit by challenge examination is available on a limited basis and at the discretion of the department chairperson. The student must file the approved form in the Office of the Registrar. Only units of CREDIT will be awarded for these examinations (No record of failures will appear on a student's transcript.). All credit awarded in this manner will be so noted on the student's transcript. **A course may be challenged by examination only once.**

Unauthorized Withdrawal

The designation of Unauthorized Withdrawal (U) may, at the discretion of the instructor, be assigned when the student does not attend a sufficient number of class meetings or instructional hours after the withdrawal deadline. Instructors are encouraged to consult with their department chairs before assigning a grade of U. The U designation carries no connotation of quality of student performance and is not calculated in the grade point average.

Withdrawal From Courses

The grade W indicates withdrawal from a course, according to the following policy:

Withdrawal (W) indicates that the student was permitted to withdraw from a class during the period scheduled on the University calendar with the approval of the instructor and advisor. After the scheduled date, a student may petition the Graduate Dean for an exception. The W carries no connotation of quality of student performance and is not calculated in the grade point average.

Withdrawal from Programs

When students withdraw from a graduate program, they must file a withdrawal notice in the Graduate Division Office. Students are advised to contact their academic advisors before withdrawing.

Academic Probation

Failure of a graduate degree or credential student to maintain a 3.0 cumulative GPA places the student on probation. The student will be notified in writing from the Office of the Graduate Dean regarding the probation. A student on probation must achieve a semester GPA of 3.0 or higher during the next two semesters in order to be reinstated to regular standing and may be required to take fewer units of work while on probation. See individual departments for specific probation policies.

Academic Dismissal

A student is subject to dismissal for failure to earn a 3.0 GPA during the probationary period. Failure to comply with the requirements and regulations of the graduate program and University may also subject a student to dismissal. The Graduate Dean and/or the Graduate Council have the authority to dismiss students and to suspend dismissal.

Academic Petitions

A petition may be submitted to cover certain exceptions to stated policies. A petition may not be retroactive, but must be submitted before the exception is to be considered.

Grievance Procedure

The Mount Saint Mary's University Student Bill of Rights and Grievance Procedure are available on the MSMU website or by request from the Graduate Division Office.

Graduate Council

The Graduate Council is an advisory body, composed of the graduate program directors, student representatives and the Graduate Dean (ex-officio), and the Provost (ex-officio) whose function is to recommend modifications or changes in graduate policy to the Provost. The main objectives of the Graduate Council are to promote excellence in research and scholarship beyond the undergraduate level and to strengthen existing graduate programs, and review and support the development of new programs. Among their

concerns are admission standards, degree requirements, and program review and approval.

International Students

Mount Saint Mary's University is certified to issue the I-20 form required for an F-1 visa student to study in the United States. To secure an I-20, the student must be admitted to the university and show proof of ability to meet all academic and personal expenses while in the United States. See International Student Admission Procedures for more information on how to apply.

International students enrolled in a graduate program must enroll in at least 6 units per semester (Fall, Spring and Summer), in order to maintain F-1 visa status.

It is the responsibility of the F-1 Visa Student to maintain lawful status.

Veterans Affairs

Military and Veteran Student Services

Mount Saint Mary's University is approved by the Bureau of Private Postsecondary and Vocational Education (BPPVE) to certify veterans and other eligible persons so they may use their education benefits. We adhere to the guidelines for Institutions enrolling and certifying veterans and other eligible persons: develop standards for maintaining adequate records, policies for satisfactory progress, previous education and training, conduct, attendance, and graduation requirements and all other requirements in accordance with Code of Federal Regulation (CFR) 21-4253.

Certifying Officials

The Certifying Official for Mount Saint Mary's University is responsible for the accurate and prompt certification of enrollments and changes in enrollment of eligible students to the VA. The certifying official is an employee of Mount Saint Mary's University, not the VA. The certifying official cannot determine eligibility for VA Educational Benefits.

For more information on your Veteran Affairs Certification, contact the Registrar's Office.

Residence Life

Graduate Housing

Living on campus improves academic performance and enhances student enjoyment and success at Mount Saint Mary's University. Living on campus provides students more frequent and wider ranging contact with faculty, staff and fellow students. It is easier for students to participate in university events and have access to diverse experiences and people. Housing for graduate students is located at the Doheny campus in Building 7 and House 8 1/2. All gender housing is currently available in House 8 1/2 with individual

rooms being single gender. Restroom facilities in 8 ½ are community style and gender inclusive. For more detailed information about housing for graduate students and Residence Life guidelines, policies and procedures click [HERE](#).

Courses of Instruction

Designation of Credits and Courses

Courses numbered 1-99 are lower division courses, generally taken by freshmen and sophomores; those numbered 100-199 are upper division courses, generally taken by juniors and seniors, or majors. In order to enroll in any upper division course, a student must first successfully complete ENG 1A and ENG 1B or ENG 5H. Students must also have sophomore standing or the approval of the instructor to enroll in an upper division class. Students must be enrolled in an English composition class each semester until they complete the General Education Written Communication requirement.

Credit for courses whose course numbers include the letter X may not be applied to the Baccalaureate degree.

Courses numbered 200-299 are graduate level, those numbered 300-399 are professional courses, and those between 340-349 are professional credit courses that may be submitted for equivalency evaluation to be applied to a credential or masters program. Courses numbered 400 are doctoral level.

Courses approved for fulfillment of the General Education curriculum requirements are identified after the course description in each department:

GE 1 First-Year Seminar
GE 2 Written Communication
GE 3A Reasoning - Math
GE 3B Reasoning - Critical Thinking
GE 4A Language Level 1
GE 4B Language Level 2
GE 5A Central Core - Spirit of the Founders
GE 5B Central Core - Community
GE 5C Central Core - Global Awareness & Understanding
GE 5D Central Core - Women & Gender
GE 6A Integrative Scholarship - Linked Course 1
GE 6B Integrative Scholarship - Linked Course 2
GE 6 Integrative Scholarship - Interdisciplinary Unlinked Course

After the last day to add a course as published in the schedule of classes, no changes may be made respective to the level of study.

American Sign Language

Department Affiliation: *Language and Culture*

The Department of Language & Culture offers two semesters of American Sign Language, which can be taken as the General Education Language requirement or as electives. Students will develop a strong foundation in receptive and expressive skills while learning about Deaf culture and career opportunities in ASL.

ASL 1

ASL 2

American Studies

Departmental Affiliation: *History and Political Science*

What is distinctive about American culture? What issues and concerns face America in terms of the global realities of war, terrorism, international economics, poverty vs. wealth, and public policy? What values do Americans treasure? The major in American Studies provides opportunity to focus on the influences of the past and present which affect American character, experience, and institutions.

This major draws from a variety of disciplines, such as Philosophy, English, History, Business, Art, and Political Science. It provides a strong foundation for careers in law, public policy, teaching, writing, philosophy, politics, and international relations. Double majors with Philosophy, English, History, Art, or Political Science are possible and encouraged.

The principal criterion for determining whether a course is applicable to an American Studies major is that it gives insight into American thought and culture: the nation's history, social structure, politics, commerce, all that comprises *The American Experience*, including its reflection in literature, art, and music.

Many regularly offered courses clearly fulfill this requirement and are listed as interdisciplinary electives in the following sections. Other courses that a department may occasionally offer will also apply, with approval of the American Studies Program Director.

American Studies B.A. Degree

INTERDISCIPLINARY REQUIREMENTS

A minimum of *thirty-six units* in American Studies is required, included HIS 101. To ensure a wide exploration of the American Experience, at least three upper division courses must be taken in the humanities (literature, philosophy, art) and three in the social sciences (history, political science, sociology, economics).

Business

BUS 4	Business Foundations and Analysis	3
BUS 5	Business Law I	3
BUS 92	Business Ethics	3
BUS 106	Business Law II	3
BUS 133	Money Politics and Business	3
BUS 140	Women's Issues in Business and Economics	3
BUS 160	Principles of Marketing	3
BUS 161	Principles of Advertising	3
BUS 184	Organizational Behavior	3
BUS 185	Principles of Management	3
BUS 194	Consumer Behavior	3

English

ENG 20	Great Works in American Literature	3
ENG 26	Literature of the American West	3
ENG 108	The News Media	3
ENG 120	Great Works in American Literature	3
ENG 126	The American Experience	3
ENG 129	Ethnic Literatures of America	3
ENG 146	American Literature: 1914 to Present	3
ENG 145	American Literature: Beginnings to 1914	3
ENG 164	American Drama	3

History

HIS 6	American Cultural History	3
HIS 106	American Cultural History	3
HIS 171	The United States From Colony to Republic 1607-1800	3
HIS 173	The United States in the 19th Century	3
HIS 175	The U.S. in the 20th Century	3
HIS 178	Diplomatic History of the United States	3

HIS 179	Constitutional History of the United States	3
HIS 180	Current Constitutional History	3
HIS 181	Modern Presidential History	3
HIS 184	Radicalism and Dissent	3
HIS 185A	African American History: American Slavery 1619-1865	3
HIS 185B	African American History: Emancipation To the Modern Era	3
HIS 185C	Race and Racism in American Life and Thought	3
HIS 186	Gender in American Life and Thought	3
HIS 188	California History	3

Philosophy

PHI 92	Introduction to Business Ethics	3
PHI 134	American Philosophy	3
PHI 162	Philosophy and Native Cultures	3
PHI 165	Philosophy of Law	3
PHI 168A	Contemporary Moral Problems	3
PHI 168B	Bioethics	3
PHI 170	Social and Political Philosophy	3
PHI 174	Philosophy of Art	3
PHI 175	Philosophy of Film	3
PHI 176	Philosophy of Literature	3
PHI 179	Women and Values	3
PHI 192	Business Ethics	3

Political Science

POL 1	American Government and Institutions	3
POL 5	Business Law	3
POL 105	Advanced Business Law	3
POL 107	Criminal Law	3
POL 109	Individual Rights	3
POL 116	Democracy and Democratic Theory	3
POL 125	U.S. Foreign Policy	3
POL 137	Ethnic Conflict and Civil War	3
POL 170	U.S. Party Politics	3
POL 171	Presidents and Personality	3

POL 175A	Selected Topics in the American Political Structure	3
POL 175B	Selected Topics in the American Political Structure	3
POL 176	Public Policy	3
POL 179	California Politics	3
POL 180	State and Local Government	3
POL 186	Introduction to Public Administration	3
POL 191	Internship	3

Psychology

PSY 110	Gender Issues in Psychology	3
PSY 128	Adulthood and Aging	3
PSY 139	Child Abuse and Family Violence	3
PSY 144	Psychology of Prejudice	3
PSY 145	Social Psychology	3
PSY 148	Industrial/Organizational Psychology	3
PSY 151	Divorce and Remarriage	3
PSY 185	Psychology of Law	3
PSY 186	Violence Against Women	3

Sociology

SOC 104	Sociology of the Family	3
CRI 110	Juvenile Delinquency	3
CRI 111	Criminology	3
SOC 112	Medical Sociology	3
FLM 125	Media Anthropology	3
FLM 135	Mass Media	3
SOC 160	Diversity in Society	3
SOC 161	Dynamics of Majority-Minority Relations	3
SOC 175	Urban Sociology	3
SOC 180	Social Stratification and Social Justice	3
SOC 189	Sociology of Aging	3
SOC 190	Social Change and Human Rights	3
SOC 191	Social Movements	3
SOC 195	Sociology of Religion	3

Plus General Education requirements (p. 55) and electives totaling 124 semester units, including the Language

requirement. At least 15 upper division American Studies units must be completed at MSMU.

*HIS 101 fulfills the capstone requirement for American Studies.

Courses are described in the respective departmental listings.

Total Credit Hours: 36

American Studies Minor

A minimum of six courses that meet the American Studies criteria described in the American Studies Major (p. 79).

Applied Ethics

Departmental Affiliation: Philosophy

A student majoring in Applied Ethics focuses on three major components. The first is ethical frameworks, which sets the foundation while allowing students to emphasize a specific area of applied ethics (such as Medical Ethics or Business Ethics). The second is philosophical frameworks, which provides the analytical tools that strengthen critical thinking skills needed for academic and professional success. The last component is society and values, which develops the ability to apply ethical frameworks to subject areas and real-world cases involving ethical dilemmas and problem solving. The internship or practicum provides the student with the experience of putting all this to work so they can go on to graduate study and/or a career where ethics is at center stage.

Applied Ethics B.A. Degree Major

COURSES REQUIRED FOR A B.A. DEGREE IN ETHICS AND SOCIETY

A program for those interested in pursuing graduate study in any area of Applied Ethics and/or a career in such fields as Bioethics, Nursing Ethics, Business Ethics, Journalism Ethics, Media Ethics, Global Justice, or Environmental Ethics. The following are required:

1. Ethical Frameworks—Four courses from area A —(12 units)
2. Philosophical Frameworks—Two courses from area B—(6 units)
3. Society and Values—Two courses from area C—(6 units)
4. Elective—One additional course from areas A, B, & C—(3 units)
5. Internship/Practicum—(3 units)

Total: 30 units

Subtotal: 30

APPLIED ETHICS B.A. DEGREE

Required Courses (See course descriptions in the Philosophy course listings (p. 380) in the catalog.)

Lower Division

One course from each of the following groups

1. Analytical Skills (3 units). One of:

PHI 5	Introduction to Logic	3
PHI 10	Critical Thinking	3

2. Moral Philosophical Reasoning Skills (3 units). One of:

PHI 15	Introduction to Philosophy	3
PHI 16	Philosophy Through Popular Culture	3
PHI 21	Moral Values and Ethical Decisions	3
PHI 24	Socrates Plato and Aristotle	3
PHI 92	Introduction to Business Ethics	3

Upper Division

Ten (10) upper division courses are required for the major. Select from each of the following categories below.

A. Ethical Frameworks (12 units). Any four of:

PHI 156	Media Ethics	3
PHI 166	Nursing Ethics	3
PHI 167	Ethics and Film	3
PHI 168A	Contemporary Moral Problems	3
PHI 168B	Bioethics	3
PHI 168C	Environmental Ethics	3
PHI 192	Business Ethics	3

B. Philosophical Frameworks (6 units). Two of:

PHI 150	Metaphysics	3
PHI 152	Theory of Knowledge	3
PHI 155	Symbolic Logic	3
PHI 158	The Scientific Method	3
PHI 165	Philosophy of Law	3

C. Society and Values (6 units). Two of:

PHI 169	Philosophy of Technology	3
PHI 170	Social and Political Philosophy	3
PHI 174	Philosophy of Art	3

PHI 175	Philosophy of Film	3
PHI 179	Women and Values	3
PHI 193	Global Business Ethics	3

D. Elective (3 units)

One course from categories A-C above	3
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E. Internship/Practicum (3 units)

PHI 198	Special Topics	1.0-3.0
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Subtotal: 36

(30 units upper division)

Plus General Education requirements (p. 55) and electives totaling 124 semester units, including the Language requirement.

*PHI 198 fulfills the capstone requirement for Applied Ethics.

The internship could be on or off-campus; it must be approved by the major advisor or the Philosophy Department Chair.

Recommended: Another major with an emphasis in Nursing Ethics or Bioethics is encouraged to take at least one upper division Health Care Policy or a Religious Studies Ethics course.

APPLIED ETHICS MAJOR FOUR-YEAR PLAN

General Education classes and any double major or minor would be added in

First Year

Fall

PHI 5	Introduction to Logic	3
	or	

PHI 10	Critical Thinking	3
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Spring

PHI 15	Introduction to Philosophy	3
	or	

PHI 16	Philosophy Through Popular Culture	3
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PHI 21	Moral Values and Ethical Decisions	3
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Sophomore Year

Fall

Course from Category A (Applied Ethics)

PHI 24 Socrates Plato and Aristotle 3

Spring

Course from Category A (Applied Ethics)

Course from Category C (Society & Values)

Junior Year

Fall

Course from Category A (Applied Ethics)

Course from Category B (Philos. Frameworks)

Spring

Course from Category A (Applied Ethics)

Elective

Senior Year

Fall

Course from Category B (Philos. Frameworks)

Internship

Spring

Course from Category C (Society & Values)

Share on internship with other majors & Phi. faculty

Arabic

Department Affiliation: Language and Culture

Arabic is the first language of over 300 million native speakers, the official language of twenty-six countries, and one of the six international languages of the United Nations. The Department of Language & Culture offers two semesters of Arabic, which can be taken for the General Education Language requirement or as electives. Students will begin learning the language while exploring the history and culture of the Arabic world, with its countless contributions to philosophy, religion, science, literature, and art.

ARB 1

ARB 2

Art

A student majoring in Art should have a thorough and comprehensive understanding of Art as an essential human activity. Majors in Art should obtain a high level of skill in a variety of medium not necessarily limited to a specific course listing at the University. The end goal is for students to become 'young professionals', be able to methodically think

about and understand personal insights and to become fully self-assigning with regard to this and the act of creating. The program aims to prepare students for graduate programs or for employment in the creative industries.

Art B.A. Degree with emphasis in Fine Arts

The **Bachelor of Arts Degree with a major in Art, emphasis fine arts**, offers the students a thorough foundation through applied course work. As applied proficiency is gained, a personal direction is encouraged and a conceptual foundation is developed.

COURSES REQUIRED FOR A B.A. DEGREE IN ART WITH AN EMPHASIS IN FINE ARTS

Lower Division Prerequisites: (9)

ART 1	Drawing I	3
ART 2	TWO-Dimensional Art and Design: Global Perspectives	3
ART 4	Painting I	3

Subtotal: 9

One Three-Dimensional course from the list below (3)

ART 12	Ceramics I: Handbuilding	3
ART 19	3D Printing and Rapid Prototyping	3
ART 24	Wood: Material & Methods	3
ART 119	3D Printing and Rapid Prototyping	3
ART 146	Three-Dimensional Design	3
ART 149	Sculpture I	3

Subtotal: 3

Any one Art History course from the following (3):

ART 7	Experiences in the Visual Arts	3
ART 107	Experiences in the Visual Arts	3
ART 169	Fashion, Body and Identity	3
ART 170	History of Art: Ancient Through Medieval	3
ART 171	History of Art: Renaissance Through Romanticism	3
ART 172	History of Art: Modern World	3
ART 173	Multiculturalism: A History of Visual Culture in America	3
ART 174	Women in Contemporary Art	3
ART 177	History and Criticism of Photography	3

ART 178	The Arts and Myths of Mesoamerica	3
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Subtotal: 3

Students are encouraged to take all ART History courses.

ART 134 Sophomore Portfolio (3):

All students are required to take ART 134 in their Sophomore year during the "Fall Term" including students who are transferring into the program from another college and will be in their junior year who have not fulfilled an equivalent course.

Subtotal: 3**Total units from above: 18****Upper Division Required Courses for an Emphasis in Fine Arts: (21)**

ART 164A	Drawing II (Figure)	3
	and	
	Five additional upper division courses in Art	15
	and	
ART 193	Senior Project and Exhibition	3

Subtotal: 39

ART 193: must be completed during final year

Students with an Emphasis in Fine Arts are encouraged to take a minimum of three semesters in at least one medium.

Plus General Education requirements (p. 55) and electives totaling 124 semester units, including the Language requirement.

*ART 193 fulfills the capstone requirement for Art.

Art Minor**REQUIREMENTS****A minimum of six courses (18 units) in Art:**

ART 1	Drawing I	3
ART 2	TWO-Dimensional Art and Design: Global Perspectives	3
	Any one Art History course	3
	Any three additional courses in Art	9

NOTE: University policy states that a student must take 9 upper division units within the minor for the minor requirements to be satisfied.

Total Credit Hours: 18**Asian Studies****Asian Studies Minor**

Affiliation: Department of Language and Culture

Asian Study courses focus on people's from Asia with their cultures, languages, literatures, music, philosophy, religion, history, business, and film.

Languages are not required; however eight units of language can be accepted towards the minor in Asian Studies.

REQUIREMENTS**Choose 18 units from the list below**

CUL 107A	Theory and Practice of Culture	3
	or	
CUL 107B	Intercultural Communication	3
CUL 117	Women's Literature in Translation	3
CUL 120	American-Chinese Encounters China Chinese in America	3
PHI 21	Moral Values and Ethical Decisions	3
	or	
PHI 152	Theory of Knowledge	3
	or	
PHI 180	Chinese Philosophy	3
RST 61	Introduction to World Religions	3
	or	
RST 161	World Religions	3
HIS 150	An Introduction to Asian History	3
ENG 126	The American Experience	3
BUS 183	Management Seminar	3
	Any Travel Study Course to an Asian Area	

Subtotal: 18

Pre-Medical, Pre-Dental, Pre-Pharmacy

Departmental Affiliation: Pre-Professional Health Advisors are in the Biology and the Physical Sciences/Mathematics Departments

Medical, dental, and pharmacy schools accept students from any academic major. However, a strong background in science, including chemistry, biology and mathematics, is recommended and/or required for entrance into most professional health programs. Common undergraduate coursework requirements include the following Mount Saint Mary's University courses:

General biology, one year: BIO 1/BIO 1L; BIO 2/BIO 2L (10 units)

General (inorganic) chemistry, one year: CHE 1A, CHE 1D, CHE 1AL; CHE 1B, CHE 1BL (10 units)

Organic chemistry, one year: CHE 6A, CHE 6AL; CHE 6B, CHE 6BL (10 units)

Physics with lab, one year: PHY 1A or PHY 11A; PHY 1B or PHY 11B and PHY 1L (8 units)

Calculus, one year: MTH 5A and MTH 5B (8 units)

English, one year: ENG 1A and ENG 1B (6 units)

Specific requirements for different professional health schools vary; be sure to check the requirements of the school in which you are interested. Other required or recommended courses may include upper division science courses in biology, biochemistry and chemistry, as well as statistics, sociology, psychology and ethics.

Professional health school admissions are competitive. A grade point average (GPA) of at least 3.5 is preferable, but applicants with GPAs of 3.0 may be considered for admission if there are additional educational experiences such as undergraduate research and volunteer service.

Your performance on the admissions test is important: the Medical School Admission Test (MCAT), the Dental Aptitude Test (DAT), and the Pharmacy College Admissions Test (PCAT) may be given substantial weight by professional schools. In general, the sections of these tests are similar to the required undergraduate coursework.

Please work with your academic advisor to design a curriculum that will satisfy the requirements for the health professional school of your choice.

Biochemistry

Departmental Affiliation: Physical Sciences and Mathematics

The major in biochemistry offers the student an interdisciplinary study of chemistry, biology, mathematics and physics. It provides excellent preparation for all graduate work/research in biochemistry and the molecular sciences, and professional areas leading into the health sciences and biotechnology.

All students seeking any degree in Biochemistry must achieve a cumulative science/math GPA of 2.0 within the first two years of the Chalon program that includes the following courses: BIO 1/BIO 1L, BIO 2/BIO 2L, CHE 1A/CHE 1AL, CHE 1B/CHE 1BL, and MTH 1. Students who do not take MTH 1 due to placement in MTH 5A (Calculus) are exempt from the MTH 1 requirement. All students not meeting this cumulative 2.0 GPA requirement will not be allowed to advance further in the major.

Biochemistry B.S.

REQUIRED COURSES

Lower Division:

BIO 1	Biological Dynamics	4
BIO 1L	Biological Dynamics Laboratory	1
BIO 2	Biological Dynamics	4
BIO 2L	Biological Dynamics Laboratory	1
CHE 1A	General Chemistry	4
CHE 1AL	General Chemistry Laboratory	1
CHE 1B	General Chemistry	4
CHE 1BL	General Chemistry Laboratory	1
CHE 6A	Organic Chemistry	4
CHE 6AL	Organic Chemistry Laboratory	1
CHE 6B	Organic Chemistry	4
CHE 6BL	Organic Chemistry Laboratory	1
MTH 5A	Calculus I	4
MTH 5B	Calculus II	4
PHY 11A	Mechanics	4
	and	
PHY 11B	Electricity Magnetism and Optics	3

	or		
PHY 1A	Introductory Physics IA	4	
	and		
PHY 1B	Introductory Physics IB	3	
PHY 1BL	Introductory Physics Laboratory	1	
Recommended Courses:			
PHI 168B	Bioethics	3	
PHI 158	The Scientific Method	3	
MTH 38	Elements of Probability and Statistics	3	
CS 1A	Coding for All	3	
CHE 190	Inorganic Chemistry	3	
Upper Division:			
BIO 130	Genetics	4	
BIO 130L	Genetics Laboratory		
BIO 135	Molecular Biology	4	
BIO 135L	Molecular Biology Laboratory		
CHE 107	Biochemistry	3	
CHE 107L	Biochemistry Laboratory	1	
CHE 109	Advanced Biochemistry	3	
CHE 110A	Physical Chemistry: Thermodynamics	4	
CHE 110B	Physical Chemistry: Dynamics	3	
CHE 111	Physical Chemistry Laboratory	2	
CHE 120	Instrumental Methods of Analysis	3	
	and		
CHE 120L	Instrumental Methods of Analysis Laboratory	2	
	or		
CHE 130	Biochemical Methods	3	
CHE 199	Research in Chemistry	1-3	

For CHE 199, a minimum of 3 units must be completed; BIO 198 may be substituted for CHE 199 at the discretion of the department chair.

Plus one course from the following:

BIO 105	Immunology	3
BIO 125	Developmental Biology	3
BIO 141	Cancer Biology	3
BIO 151	Medical Physiology	3
BIO 152	Cellular Biology	4
BIO 157	Advanced Topics in Molecular Biology and Biotechnology	3
BIO 160	Neurobiology	3
BIO 167	Advanced Topics in Environmental Science	3

Total units in chemistry, biology, mathematics, and physics: 79

Plus General Education requirements (p. 55) and electives totaling 124 semester units.

*CHE 109 fulfills the capstone requirement for Biochemistry.

An overall grade point average of 2.0 in major courses is required for the degree. Courses are described in the respective department listings. A student who receives more than one grade of D may, at the discretion of the department chair, be required to repeat the course.

Pre-Medical/Pre-Dental

BIOCHEMISTRY MAJOR WITH A B.S. DEGREE

Medical Schools accept students from any degree program. A strong background in science, including chemistry, biology and mathematics, is recommended for successful performance on the Medical College Admissions Test (MCAT) and for admission to medical programs. Successful completion of the B.S. degree with a major in biochemistry provides excellent preparation for medical, dental or pharmaceutical studies.

Biological Sciences

The major in Biological Sciences is designed to provide students with a broad background in biology and exposure to related fields such as chemistry, physics and mathematics. The program offers a strong science foundation balanced with a well rounded liberal arts education required for successful entrance into research graduate schools, schools of Medicine, Dentistry, Pharmacy and other advanced degree programs in the Biological Sciences.

Students may earn a B.A., a B.A. with Pre-Health Profession Emphasis, a B.S. degree or a B.S. degree with an Environmental Science Emphasis. All students seeking any degree in Biology must achieve a cumulative science/math GPA of 2.0 within their first four semesters in the program that includes the following courses: Bio 1/L, Bio 2/L, Che 1A/L, Che 1B/L, and Mth 1. Students who do not take Mth 1 due to placement in Mth 5A (Calculus) are exempt from the Mth 1 requirement. All students not meeting this cumulative 2.0 GPA requirement will not be allowed to advance further in the major and must switch majors.

It is both the Biology department and University policy that all lower division major and minor courses must be completed with a grade of C- or above, and all upper division major and minor courses must be completed with a grade of C or above.

Biology Program at the Doheny Campus

The purpose of the Biology Program at the Doheny campus is to foster deep preparation and heightened student success in the Biological Sciences, Bachelor of Science or Bachelor of Art degree programs. Students will take rigorous and engaging foundation courses in the Fall semester, then Biology or Biochemistry major courses in Spring semester and Summer session. It is strongly recommended that students pass all science and math courses below with grades of "C" or above.

REQUIRED COURSES

Core Courses

BIO 6	Scientific Skills	3
BIO 1	Biological Dynamics	4
BIO 1L	Biological Dynamics Laboratory	1
BIO 2	Biological Dynamics	4
BIO 2L	Biological Dynamics Laboratory	1
CHE 3	Foundations of Chemistry	3
CHE 3L	Foundations of Chemistry in the Laboratory	1
MTH 1	Precalculus With Trigonometry	4
MTH 7	Survey of Algebra	3
	or MTH 2X	

Biological Sciences B.A. Degree

This degree is designed to be flexible for students who wish to be well-rounded and free to explore the Biological Sciences.

REQUIRED COURSES

Core Courses

BIO 1	Biological Dynamics	4
BIO 1L	Biological Dynamics Laboratory	1
	or	
BIO 1LH	Honors Biological Dynamics Lab	1
BIO 2	Biological Dynamics	4
BIO 2L	Biological Dynamics Laboratory	1
	or	
BIO 2LH	Honors Biological Dynamics Lab	1
CHE 1A	General Chemistry	4
CHE 1AL	General Chemistry Laboratory	1
CHE 1B	General Chemistry	4
CHE 1BL	General Chemistry Laboratory	1
CHE 6A	Organic Chemistry	4
CHE 6AL	Organic Chemistry Laboratory	1
CHE 6B	Organic Chemistry	4
CHE 6BL	Organic Chemistry Laboratory	1
MTH 38	Elements of Probability and Statistics	3
	or	
PSY 40	Basic Statistical Methods	3
MTH 5A	Calculus I	4
PHY 1A	Introductory Physics IA	4
	or	
PHY 11A	Mechanics	4
CHE 107	Biochemistry	3
CHE 107L	Biochemistry Laboratory	1
BIO 135	Molecular Biology	4
BIO 135L	Molecular Biology Laboratory	
BIO 130	Genetics	4
	or	
BIO 152	Cellular Biology	4
BIO 130L	Genetics Laboratory	
	or	
BIO 152L	Cellular Biology Laboratory	

BIO 195	Senior Seminar in Biology	3
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Upper Division Elective Requirements

14 units in upper-division Biology courses, including at least two lab courses.

BIO 103	Microbiology	4
BIO 103L	Microbiology Laboratory	
BIO 105	Immunology	3
BIO 111	Ecology	4
BIO 111L	Ecology Laboratory	
BIO 125	Developmental Biology	3
BIO 125L	Developmental Biology Lab	1
BIO 141	Cancer Biology	3
BIO 141L	Cancer Biology Laboratory	1
BIO 151	Medical Physiology	3
BIO 151L	Medical Physiology Laboratory	1
BIO 157	Advanced Topics in Molecular Biology and Biotechnology	3
BIO 157L	Advanced Molecular Biology Laboratory	1
BIO 158L	Stem Cell Research Techniques Laboratory	1
BIO 160	Neurobiology	3
BIO 167	Advanced Topics in Environmental Science	3
BIO 167L	Advanced Topics in Environmental Science Lab	1
BIO 169	Introduction to Biological Oceanography	3

Seminar/Research Requirements**Either**

BIO 196	Seminar Readings	2
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Or two courses in

BIO 197	Research Readings	1,1
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Minimum total units required for B.A. in Biological Sciences: 76 – 78.

Plus 42 units of the LACE General Education requirements (p. 55), including the Language requirement. Overall, students must complete a total of 124 semester units, with at least 45 upper-division units, to fulfill all requirements for a B.A. degree at MSMU.

**BIO 195 fulfills the capstone requirement for Biology.*

Biological Sciences B.A.: Pre-Health Profession Emphasis

This degree is designed for students wishing to pursue careers in professions such as Dentistry, Optometry, Pharmacy, Physical Therapy, Physician's Assistant, etc. Requirements and electives are meant to meet the prerequisites for these professional programs, and students should be mindful of those requirements when choosing the elective courses. Additional courses to the major (such as a second semester of physics) and completion of service hours in the career may also be required for admission into these advanced degree programs. For students wishing to attend medical school, please see our B.S. Biology degree.

REQUIRED COURSES**Core Courses**

BIO 1	Biological Dynamics	4
BIO 1L	Biological Dynamics Laboratory	1
	or	
BIO 1LH	Honors Biological Dynamics Lab	1
BIO 2	Biological Dynamics	4
BIO 2L	Biological Dynamics Laboratory	1
	or	
BIO 2LH	Honors Biological Dynamics Lab	1
CHE 1A	General Chemistry	4
CHE 1AL	General Chemistry Laboratory	1
CHE 1B	General Chemistry	4
CHE 1BL	General Chemistry Laboratory	1
CHE 6A	Organic Chemistry	4
CHE 6AL	Organic Chemistry Laboratory	1
CHE 6B	Organic Chemistry	4
CHE 6BL	Organic Chemistry Laboratory	1
MTH 38	Elements of Probability and Statistics	3
	or	
PSY 40	Basic Statistical Methods	3
MTH 5A	Calculus I	4
PHY 1A	Introductory Physics IA	4
	or	
PHY 11A	Mechanics	4

CHE 107	Biochemistry	3
CHE 107L	Biochemistry Laboratory	1
BIO 130	Genetics	4
BIO 130L	Genetics Laboratory	
BIO 135	Molecular Biology	4
BIO 135L	Molecular Biology Laboratory	
BIO 195	Senior Seminar in Biology	3

Elective Requirements

BIO 50A	Human Anatomy	3
BIO 50AL	Human Anatomy Laboratory	1
	and	
BIO 151	Medical Physiology	3
BIO 151L	Medical Physiology Laboratory	1
	or	
BIO 50B	Human Physiology	3
BIO 50BL	Human Physiology Laboratory	1

Plus at least six units from the following course list

BIO 103	Microbiology	4
BIO 103L	Microbiology Laboratory	
BIO 105	Immunology	3
BIO 141	Cancer Biology	3
BIO 141L	Cancer Biology Laboratory	1
BIO 152	Cellular Biology	4
BIO 152L	Cellular Biology Laboratory	
BIO 157	Advanced Topics in Molecular Biology and Biotechnology	3
BIO 157L	Advanced Molecular Biology Laboratory	1
BIO 160	Neurobiology	3

Seminar / Research Requirements**Either**

BIO 196	Seminar Readings	2
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Or two courses in

BIO 197	Research Readings	1,1
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Minimum total units required for B.A in Biological Sciences with a Pre-Health Profession emphasis: 72-74.

Plus 42 units of the LACE General Education requirements, (p. 55) including the Language requirement. Overall, students must complete a total of 124 semester units, with at least 45 upper-division units, to fulfill all requirements for a B.A. degree at MSMU.

**BIO 195 fulfills the capstone requirement for Biology.*

Biological Sciences B.S. Degree

The Bachelor's of Science in Biology degree is specifically designed for students wishing to pursue careers in scientific research and/or medicine. This degree provides a rigorous and well-rounded background in the Biological Sciences, while at the same time meeting the exam and pre-requisite requirements necessary for research graduate schools and medical schools. In this major, students are highly encouraged to do research in order to gain the academic and personal skills necessary for these careers.

REQUIRED COURSES**Core Courses**

BIO 1	Biological Dynamics	4
BIO 1L	Biological Dynamics Laboratory	1
	or	
BIO 1LH	Honors Biological Dynamics Lab	1
BIO 2	Biological Dynamics	4
BIO 2L	Biological Dynamics Laboratory	1
	or	
BIO 2LH	Honors Biological Dynamics Lab	1
CHE 1A	General Chemistry	4
CHE 1AL	General Chemistry Laboratory	1
CHE 1B	General Chemistry	4
CHE 1BL	General Chemistry Laboratory	1
CHE 6A	Organic Chemistry	4
CHE 6AL	Organic Chemistry Laboratory	1
CHE 6B	Organic Chemistry	4
CHE 6BL	Organic Chemistry Laboratory	1
MTH 38	Elements of Probability and Statistics	3
	or	
PSY 40	Basic Statistical Methods	3
MTH 5A	Calculus I	4

MTH 5B	Calculus II	4
PHY 1A	Introductory Physics IA	4
	or	
PHY 11A	Mechanics	4
PHY 1B	Introductory Physics IB	3
	or	
PHY 11B	Electricity Magnetism and Optics	3
PHY 1BL	Introductory Physics Laboratory	1
CHE 107	Biochemistry	3
CHE 107L	Biochemistry Laboratory	1
BIO 111	Ecology	4
BIO 111L	Ecology Laboratory	
BIO 130	Genetics	4
BIO 130L	Genetics Laboratory	
BIO 135	Molecular Biology	4
BIO 135L	Molecular Biology Laboratory	
BIO 152	Cellular Biology	4
BIO 152L	Cellular Biology Laboratory	
BIO 195	Senior Seminar in Biology	3

Upper Division Elective Requirements

Seven units in upper-division Biology courses, including at least one lab course.

BIO 103	Microbiology	4
BIO 103L	Microbiology Laboratory	
BIO 105	Immunology	3
BIO 125	Developmental Biology	3
BIO 125L	Developmental Biology Lab	1
BIO 141	Cancer Biology	3
BIO 141L	Cancer Biology Laboratory	1
BIO 151	Medical Physiology	3
BIO 151L	Medical Physiology Laboratory	1
BIO 157	Advanced Topics in Molecular Biology and Biotechnology	3
BIO 157L	Advanced Molecular Biology Laboratory	1
BIO 158L	Stem Cell Research Techniques Laboratory	1
BIO 160	Neurobiology	3

BIO 167	Advanced Topics in Environmental Science	3
BIO 167L	Advanced Topics in Environmental Science Lab	1
BIO 169	Introduction to Biological Oceanography	3
CHE 109	Advanced Biochemistry	3

Seminar / Research Requirements**Either**

BIO 196	Seminar Readings	2
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Or two courses in

BIO 197	Research Readings	1,1
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Minimum total units required for B.S. in Biological Sciences: 81 - 82.

*Plus 34 units of the LACE General Education requirements (p. 55).
(NOTE: B.S. degrees do NOT have a LACE Language requirement, but some medical schools recommend a second language.)
Overall, students must complete a total of 124 semester units, with at least 45 upper-division units, to fulfill all requirements for a B.S. degree at MSMU.*

**BIO 195 fulfills the capstone requirement for Biology.*

Biological Sciences B.S.: Environmental Science Emphasis

The B.S. in Biology with an Environmental Science emphasis is specifically designed for students wishing to seek careers in environmental science, including those in research, non-profit organizations, private industry and governmental agencies. Core courses and electives are meant to prepare students for these pursuits with a rigorous well-rounded program that includes diverse opportunities for experiential field work.

REQUIRED COURSES**Core Courses**

BIO 1	Biological Dynamics	4
BIO 1L	Biological Dynamics Laboratory	1
	or	
BIO 1LH	Honors Biological Dynamics Lab	1
BIO 2	Biological Dynamics	4
BIO 2L	Biological Dynamics Laboratory	1
	or	
BIO 2LH	Honors Biological Dynamics Lab	1
CHE 1A	General Chemistry	4

CHE 1AL	General Chemistry Laboratory	1	BIO 153	The Sociobiology of Food	3
CHE 1B	General Chemistry	4	BIO 168	Field Methods in Geosciences and Oceanography	1-3
CHE 1BL	General Chemistry Laboratory	1	BIO 169	Introduction to Biological Oceanography	3
CHE 6A	Organic Chemistry	4	BIO 187	Advanced Selected Topics in Biology	1-3
CHE 6AL	Organic Chemistry Laboratory	1	CHE 109	Advanced Biochemistry	3
CHE 6B	Organic Chemistry	4	CHE 120	Instrumental Methods of Analysis	3
CHE 6BL	Organic Chemistry Laboratory	1	CHE 120L	Instrumental Methods of Analysis Laboratory	2
MTH 38	Elements of Probability and Statistics	3	GIS 120	Intermediate GIS	3
MTH 5A	Calculus I	4	Seminar/Research Requirements		
MTH 5B	Calculus II	4	Two courses in:		
PHY 1A	Introductory Physics IA	4	BIO 197	Research Readings	1,1
	or		Minimum total units required for B.S. in Biological Sciences with an Environmental Science emphasis: 80-82.		
PHY 11A	Mechanics	4	<i>Plus 34 units of the LACE General Education requirements (p. 55). (NOTE: B.S. degrees do NOT have a LACE Language requirement.) Overall, students must complete a total of 124 semester units, with at least 45 upper-division units, to fulfill all requirements for a B.S. degree at MSMU.</i>		
PHY 1B	Introductory Physics IB	3	<i>*BIO 195 fulfills the capstone requirement for Biology.</i>		
	or		Biology Department Minors		
PHY 11B	Electricity Magnetism and Optics	3	For any minor at MSMU, the student must compete three upper division courses (9 units) that are not also being used to fulfill requirements for the major, general education, or another minor.		
PHY 1BL	Introductory Physics Laboratory	1	Biological Sciences Minor		
CHE 107	Biochemistry	3	REQUIREMENTS		
CHE 107L	Biochemistry Laboratory	1	A minimum of 29 units in the Biological and Physical Sciences including:		
BIO 111	Ecology	4	BIO 1	Biological Dynamics	4
BIO 111L	Ecology Laboratory		BIO 1L	Biological Dynamics Laboratory	1
BIO 130	Genetics	4	BIO 2	Biological Dynamics	4
BIO 130L	Genetics Laboratory		BIO 2L	Biological Dynamics Laboratory	1
BIO 135	Molecular Biology	4	CHE 1A	General Chemistry	4
BIO 135L	Molecular Biology Laboratory		CHE 1B	General Chemistry	4
BIO 167	Advanced Topics in Environmental Science	3	BIO 135	Molecular Biology	4
BIO 167L	Advanced Topics in Environmental Science Lab	1	BIO 135L	Molecular Biology Laboratory	
BIO 195	Senior Seminar in Biology	3			
Upper Division Elective Requirements					
Six units of upper-division elective courses. At least one course must be in Biology or Chemistry:					
BIO 103	Microbiology	4			
BIO 103L	Microbiology Laboratory				
BIO 152	Cellular Biology	4			
BIO 152L	Cellular Biology Laboratory				

	and	
BIO 130	Genetics	4
BIO 130L	Genetics Laboratory	
	or	
BIO 152	Cellular Biology	4
BIO 152L	Cellular Biology Laboratory	

Plus one additional upper division course in the Biological Sciences

Environmental Sciences Minor

REQUIREMENTS

A minimum of 24 units, with a minimum of 18 in the sciences, including:

BIO 1	Biological Dynamics	4
BIO 1L	Biological Dynamics Laboratory	1
BIO 2	Biological Dynamics	4
BIO 2L	Biological Dynamics Laboratory	1
BIO 167	Advanced Topics in Environmental Science	3
BIO 167L	Advanced Topics in Environmental Science Lab	1
BIO 111	Ecology	4
BIO 111L	Ecology Laboratory	

Plus six units of upper division-electives from the following list:

BIO 103	Microbiology	4
BIO 103L	Microbiology Laboratory	
BIO 153	The Sociobiology of Food	3
BIO 168	Field Methods in Geosciences and Oceanography	1-3
BIO 169	Introduction to Biological Oceanography	3
BIO 187	Advanced Selected Topics in Biology	1-3
CHE 120	Instrumental Methods of Analysis	3
GIS 120	Intermediate GIS	3

Environmental Studies Minor

REQUIREMENTS

A minimum of 19 units, with a minimum of 13 in the sciences, including:

BIO 1	Biological Dynamics	4
BIO 1L	Biological Dynamics Laboratory	1
CHE 1A	General Chemistry	4

	and	
CHE 1AL	General Chemistry Laboratory	1
	or	
CHE 3	Foundations of Chemistry	3
	and	
CHE 3L	Foundations of Chemistry in the Laboratory	1
BIO 67	Environmental Science	3
	or	
BIO 167	Advanced Topics in Environmental Science	3

BIO 197	Research Readings	1,1
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Plus six units of upper division-electives from the following list:

BIO 111	Ecology	4
BIO 111L	Ecology Laboratory	
BIO 153	The Sociobiology of Food	3
BIO 187	Advanced Selected Topics in Biology	1-3
GIS 120	Intermediate GIS	3
PHI 168C	Environmental Ethics	3
SOC 185	Human Rights and Global Development	3

Business Administration

The Business Administration Department at Mount Saint Mary's University is committed to developing leaders who are capable of making complex business decisions and appreciate the significance of their responsibilities to the companies and communities they serve.

Consistent with the liberal arts tradition of the University, the Department emphasizes a broad-based, interdisciplinary curriculum that provides the knowledge, skills and values necessary to accomplish these goals. Four key themes are infused through all department course offerings that nurture a continuing curiosity and a receptivity to new ideas:

- Global Business
- Management Communication
- Business Ethics
- Innovative Management

Hallmarks of the program include a high level of interaction with faculty and peers, academic rigor and the translation of theory into practice. The Business Administration Department offers the following degrees:

- Master of Business Administration
- Bachelor of Arts (in the traditional day program)
- Bachelor of Science (in the Weekend College program and as a Fully Online program)
- Associate of Arts (in the traditional day program)
- Minor in Business

The Bachelor of Arts program and Business Minor are offered at the Chalon Campus. The Associate of Arts degree is offered at the Doheny Campus. The Bachelor of Science program is offered in the Weekend College program at the Doheny campus and as a Fully Online program. The Master of Business Administration program is offered in the weekend format at the Doheny Campus.

Business Administration Associate in Arts

The Associate in Arts degree in Business Administration is a two-year program that provides students with a strong business background invaluable in the modern work environment. In addition, the Business Administration Program prepares students with the foundation necessary to successfully transfer to a four-year business program. The courses in the A.A. Business Administration program focus on business fundamentals commensurate with lower division instruction while also stressing the communication and critical thinking skills necessary to succeed and advance in a business career. General Education courses contribute to the broad-based education of students which not only makes them more attractive to employers, but exposes them to the spectrum of knowledge and ideas that are the hallmark of a liberal arts education.

Upon completion of an A.A. Degree, students may wish to pursue a B.A. degree in Business Administration, or they can choose to terminate their education. Given the current business environment, students are strongly encouraged to continue their studies for a four-year degree. Many students who complete the two-year A.A. program in Business Administration choose to transfer to the four-year B.A. program at Mount Saint Mary's University.

To be accepted into the A.A. Business Administration Program, students must have a cumulative high school GPA of at least 2.5 in all university preparatory courses. SAT or ACT scores are required and will be considered during the

application process. Students who have at least 12 units of previous college course work must have a minimum GPA of 2.25 in order to be considered for admission into the program.

REQUIRED COURSES

Requirements

BUS 4	Business Foundations and Analysis	3
BUS 5	Business Law I	3
BUS 16A	Accounting Principles I	4
BUS 16B	Accounting Principles II	4
BUS 21	The Essentials of Business Writing and Presentation	3
ECO 1	Microeconomics	3
MTH 28	Mathematical Analysis for Business	3
MTH 38	Elements of Probability and Statistics	3

Subtotal: 23

*ECO 2 Macroeconomics is required as part of the lower division LACE General Education Central Core requirements.

SUGGESTED SEQUENCE OF COURSES

Only Business Administration courses are listed.

First Year

Fall

BUS 4	Business Foundations and Analysis	3
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Spring

BUS 21	The Essentials of Business Writing and Presentation	3
MTH 28	Mathematical Analysis for Business	3
BUS 5	Business Law I	3

Second Year

Fall

ECO 1	Microeconomics	3
BUS 16A	Accounting Principles I	4
MTH 38	Elements of Probability and Statistics	3

Spring

ECO 2	Macroeconomics	3
BUS 16B	Accounting Principles II	4

Overall G.P.A. needed to graduate: 2.0

Overall G.P.A. needed to transfer to Chalon: 2.40

Business Administration Bachelor of Arts

The Bachelor of Arts program in Business Administration prepares students for professional careers by stimulating rigorous, imaginative, analytical, and inquisitive attitudes. An emphasis on teamwork and problem solving is evident at all levels of education in the business administration major. The department offers four areas of emphases. Each emphasis is described below:

Accounting

The emphasis in Accounting qualifies students to enter private, public and governmental accounting. Students are prepared in the practical areas of tax accounting, cost accounting and auditing as well as the application of computer techniques to corporate accounting systems. Graduates will be qualified for professional employment in corporate accounting departments, public accounting firms, and governmental agencies.

The Bachelor of Arts in Business Administration, Accounting Concentration at Mount Saint Mary's University (MSMU) offers 124 credit units which allows graduates to sit for the Uniform Certified Public Accountant (CPA) Exam in California. Additionally, to become a licensed CPA, all state boards of accountancy require 150 academic credit units. Individual states may have further requirements such as a state-specific exam (e.g., California requires an ethics exam). For a general overview of CPA licensing requirements by state and territory, visit [This Way to CPA](#). To help determine the requirements to obtain a CPA license in your particular state, please email busadmin@msmu.edu.

International Business

The emphasis in International Business prepares students for the many opportunities available in the fields of international management and government service. The International Business emphasis is designed for individuals with an interest in business on a global scale. The program concentrates on the social, political, and economic aspects of the international marketplace.

Management

The emphasis in Management offers a curriculum based on practical, applied courses that qualify students to enter administrative positions immediately after graduation. Courses cover the broad spectrum of business activity and allow students to choose from a variety of possible career opportunities in large, midsize and small organizations.

Marketing

The emphasis in Marketing provides students with a "strategic orientation" in the areas of advertising, public relations, design, sales, research and marketing management. The program is designed to prepare students for marketing related careers in the public and private sectors.

The requirements for the B.A. Degree with a Major in Business Administration include the completion of all Lower Division Core Requirements (27-29 units), all Upper Division Core Requirements (30 units), and an emphasis (18-23 units). (Some Accounting courses are four-unit courses.) Students are required to declare the emphasis of choice in writing by the end of their sophomore year. Students completing a double major are not required to complete an emphasis but may elect to do so. (See Double Major Program (p. 96).) An emphasis is required for all other Business Administration majors in the B.A. Degree program.

BUSINESS ADMINISTRATION B.A. DEGREE REQUIREMENTS

Lower Division Core Requirements:

BUS 4	Business Foundations and Analysis	3
BUS 5	Business Law I	3
BUS 15A	Accounting Principles I	3
	or	
BUS 16A	Accounting Principles I	4
BUS 15B	Accounting Principles II	3
	or	
BUS 16B	Accounting Principles II	4
BUS 18	Professional Development and Presentations	3
BUS 21	The Essentials of Business Writing and Presentation	3
ECO 1	Microeconomics	3
MTH 28	Mathematical Analysis for Business	3
MTH 38	Elements of Probability and Statistics	3

Subtotal: 27-29

*ECO 2 Macroeconomics is required as part of the lower division LACE General Education Central Core requirements.

Upper Division Core Requirements:

BUS 122	Management Communications	3
	or	
BUS 106	Business Law II	3
BUS 130	Principles of Finance	3
BUS 131	Managerial Accounting	3
BUS 160	Principles of Marketing	3
BUS 177	Management Information Systems	3
BUS 185	Principles of Management	3
BUS 190	Business Administration Internship	3.0-6.0
BUS 191	Senior Seminar	3
BUS 192	Business Policy and Strategy	3
PHI 192	Business Ethics	3

Subtotal: 30**Accounting Emphasis**

BUS 137	Intermediate Accounting I	3.0-4.0
BUS 138	Intermediate Accounting II	3.0-4.0
BUS 179	Ethics for Accountants	3
BUS 184	Organizational Behavior	3
BUS 186	Tax Accounting	3
BUS 188	Auditing	3
BUS 198	Advanced Accounting	3

Subtotal: 21-23**International Business Emphasis**

BUS 189	International Management	3
BUS 195	International Marketing	3
BUS 181	Global Business	3

Plus three courses from the following

BUS 123	Travel and Study Abroad	3
ECO 112	World Economic History	3
	or	
HIS 112	World Economic History	3
BUS 183	Management Seminar	3

ECO 195	International Economics	3
POL 125	U.S Foreign Policy	3
POL 128	Politics of Globalization and Interdependence	3
SOC 185	Human Rights and Global Development	3

Subtotal: 18**Management Emphasis**

Six courses from the following:

BUS 106	Business Law II	3
BUS 170	Real Estate	3
	or	
BUS 171	Real Estate Law and Management	3
BUS 157	Human Resources Development	3
BUS 176	Small Business Management	3
BUS 184	Organizational Behavior	3
BUS 183	Management Seminar	3
BUS 189	International Management	3

Subtotal: 18**Marketing Emphasis**

BUS 161	Principles of Advertising	3
BUS 166	Consumer Marketing Research	3
BUS 175	Sales Management	3
BUS 183	Management Seminar	3
BUS 165	New Media Marketing	3
BUS 195	International Marketing	3

Subtotal: 18

Plus General Education requirements (p. 55) and electives totaling 124 semester units, including the Language requirement.

*BUS 192 fulfills the capstone requirement for Business. Must be taken at Mount Saint Mary's University.

BUS 122: Required for Management Emphasis

BUS 106: Cannot double count in core and emphasis

For students transferring in business courses upon admission to Mount Saint Mary's University, at least 21 units of the

upper division business courses must be completed at Mount Saint Mary's University.

Once enrolled at Mount Saint Mary's University, all upper division business courses must be completed at the University.

SUGGESTED SEQUENCE OF COURSES: BACHELOR OF ARTS

Freshman Year

The following is a model for completing the Business Administration major in four years. Only Business Administration courses are listed.

Fall Semester

BUS 4	Business Foundations and Analysis	3
BUS 15A	Accounting Principles I	3
MTH 28	Mathematical Analysis for Business	3

Spring Semester

BUS 15B	Accounting Principles II	3
BUS 21	The Essentials of Business Writing and Presentation	3
MTH 38	Elements of Probability and Statistics	3

Sophomore Year

Fall Semester

BUS 18	Professional Development and Presentations	3
ECO 2	Macroeconomics	3

Spring Semester

ECO 1	Microeconomics	3
BUS 5	Business Law I	3
PHI 192	Business Ethics	3

Junior Year

Fall Semester

BUS 160	Principles of Marketing	3
BUS 185	Principles of Management	3
	Upper Division Emphasis Course	3

Spring Semester

BUS 122	Management Communications	3
BUS 177	Management Information Systems	3
	Upper Division Emphasis Course	3

Senior Year

Fall Semester

BUS 130	Principles of Finance	3
BUS 190	Business Administration Internship	3.0-6.0
BUS 191	Senior Seminar	3
	Upper Division Emphasis Course	3
	Upper Division Emphasis Course	3

Spring Semester

BUS 192	Business Policy and Strategy	3
	Upper Division Emphasis Course	3
	Upper Division Emphasis Course	3

Double Major Program B.A. Degree

The Department of Business Administration offers a program for students who desire to major in both Business Administration and another discipline at the University.

REQUIREMENTS

Lower Division Core Requirements:

BUS 4	Business Foundations and Analysis	3
BUS 5	Business Law I	3
BUS 15A	Accounting Principles I	3
BUS 15B	Accounting Principles II	3
BUS 18	Professional Development and Presentations	3
BUS 21	The Essentials of Business Writing and Presentation	3
ECO 1	Microeconomics	3
MTH 28	Mathematical Analysis for Business	3
MTH 38	Elements of Probability and Statistics	3

Subtotal: 24

*ECO 2 Macroeconomics is required as part of the lower division LACE General Education Central Core requirements.

Upper Division Core Requirements:

BUS 106	Business Law II	3
	or	
BUS 122	Management Communications	3

ECO 1	Microeconomics	3
MTH 28	Mathematical Analysis for Business	3
MTH 38	Elements of Probability and Statistics	3

Subtotal: 24

*ECO 2 Macroeconomics is required as part of the lower division LACE General Education Central Core requirements.

Upper Division Core Requirements:

BUS 122	Management Communications	3
	or	
BUS 183	Management Seminar	3
	or	
BUS 106	Business Law II	3
BUS 130	Principles of Finance	3
BUS 131	Managerial Accounting	3
BUS 160	Principles of Marketing	3
BUS 177	Management Information Systems	3
BUS 185	Principles of Management	3
BUS 190	Business Administration Internship	3.0-6.0
BUS 191	Senior Seminar	3
BUS 192	Business Policy and Strategy	3
PHI 192	Business Ethics	3

Subtotal: 30**Strongly Recommended:**

PSY 1	Introduction to Psychology	3
SOC 1	Introduction to Sociology	3
PHI 5	Introduction to Logic	3

Plus General Education requirements (p. 55) and electives totaling 124 semester units, including the Language requirement.

*BUS 192 fulfills the capstone requirement for Business. Must be taken at Mount Saint Mary's University.

*ENG 195 fulfills the capstone requirement for English.

*Weekend College students are required to complete BUS 184 Organizational Behavior in lieu of BUS 190 Business Administration Internship and BUS 18 and BUS 4 are not

required.

At least 12 upper division units must be completed in the MSMU English Program.

For students transferring in business courses upon admission to Mount Saint Mary's University, at least 21 units of the upper division business courses must be completed at Mount Saint Mary's University.

Once enrolled at Mount Saint Mary's University, all upper division business courses must be completed at the University.

Spanish and Business Administration B.A. Degree

A cooperative program offered through the Departments of Modern Languages and Cultures and Business Administration

COURSES REQUIRED FOR A B.A. IN SPANISH AND BUSINESS ADMINISTRATION

Spanish Preparation**Prerequisites:**

SPA 1	Elementary Spanish I	4
SPA 2	Elementary Spanish II	4
SPA 3	Intermediate Spanish III	3
	or	
SPA 103	Intermediate Spanish III	3
SPA 4	Intermediate Spanish IV	3
	or	
SPA 104	Intermediate Spanish IV	3

Requirements:

CUL 107A	Theory and Practice of Culture	3
	or	
CUL 107B	Intercultural Communication	3
SPA 109	Spanish Writing Lab	3
SPA 114A	Introduction Translation/Interpretation	3
	or	
SPA 114B	Translation/ Interpretation	3

SPA 149	Spanish for the Business World	3
SPA 144	Spanish-speaking Civilizations and Cultures in the Americas and Spain	3
SPA 112	Spanish/Colonial Civilization and Culture	3
SPA 190A	Internship Program	3

Business Administration Preparation**Lower Division Core Requirements:**

BUS 5	Business Law I	3
BUS 15A	Accounting Principles I	3
BUS 15B	Accounting Principles II	3
BUS 18	Professional Development and Presentations	3
BUS 21	The Essentials of Business Writing and Presentation	3
ECO 1	Microeconomics	3
MTH 28	Mathematical Analysis for Business	3
MTH 38	Elements of Probability and Statistics	3

Subtotal: 21

*ECO 2 Macroeconomics is required as part of the lower division LACE General Education Central Core requirements.

Upper Division Core Requirements:

BUS 122	Management Communications	3
BUS 130	Principles of Finance	3
BUS 131	Managerial Accounting	3
BUS 160	Principles of Marketing	3
BUS 177	Management Information Systems	3
BUS 185	Principles of Management	3
BUS 190	Business Administration Internship	3.0-6.0
BUS 191	Senior Seminar	3
BUS 192	Business Policy and Strategy	3
PHI 192	Business Ethics	3

Subtotal: 30**Choose one course from the following:**

BUS 181	Global Business	3
BUS 189	International Management	3

BUS 195	International Marketing	3
ECO 195	International Economics	3

Subtotal: 3

Plus General Education requirements (p. 55) and electives totaling 124 semester units, including the Language requirement.

*BUS 192 fulfills the capstone requirement for Business. Must be taken at Mount Saint Mary's University.

*SPA 190A fulfills the capstone requirement for Spanish.

Students with a major in Spanish and Business Administration are strongly encouraged to do a junior semester in Europe or Latin America.

For students transferring in business courses, at least 21 units of the upper division business courses must be completed at Mount Saint Mary's University.

Once enrolled at Mount Saint Mary's University, all upper division business courses must be completed at the University.

Weekend College Bachelor of Science in Business Administration

The Bachelor of Science Program in Business Administration, offered in the Weekend College, is designed for adult professionals who wish to advance and solidify their careers in business. Built on the strong liberal arts foundation provided through General Education requirements, the Business Administration major is generalist in scope and covers key functional areas in business-management information systems, organizational behavior, business law, accounting, marketing and finance. Courses emphasize discussion, case studies, group projects and communication exercises. The program has been structured to incorporate workplace experience into the fabric of the classroom.

The Bachelor of Science Program in Business Administration, offered in the Weekend College, offers five areas of emphases: Accounting, Marketing, Management, International Business, and Healthcare Management.

The Bachelor of Science in Business Administration, Accounting Concentration at Mount Saint Mary's University (MSMU) offers 124 credit units which allows graduates to **sit for the Uniform Certified Public Accountant (CPA) Exam *in California***. Additionally, to become a licensed CPA, all state boards of accountancy require 150 academic credit units. Individual states may have further requirements

such as a state-specific exam (e.g., California requires an ethics exam). For a general overview of CPA licensing requirements by state and territory, visit [This Way to CPA](#). To help determine the requirements to obtain a CPA license in your particular state, please email busadmin@msmu.edu.

For students transferring in business courses, at least 21 units of the upper division business courses must be completed at Mount Saint Mary's University.

Once enrolled at Mount Saint Mary's University, all upper division business courses must be completed at the University.

REQUIRED COURSES B.S. DEGREE IN BUSINESS ADMINISTRATION

Lower Division Core Requirements:

BUS 5	Business Law I	3
BUS 15A	Accounting Principles I	3
BUS 15B	Accounting Principles II	3
BUS 21	The Essentials of Business Writing and Presentation	3
ECO 1	Microeconomics	3
MTH 28	Mathematical Analysis for Business	3
MTH 38	Elements of Probability and Statistics	3

Subtotal: 18

*ECO 2 Macroeconomics is required as part of the lower division LACE General Education Central Core requirements.

Upper Division Core Requirements:

BUS 122	Management Communications	3
	or	
BUS 106	Business Law II	3
BUS 130	Principles of Finance	3
BUS 131	Managerial Accounting	3
BUS 160	Principles of Marketing	3
BUS 177	Management Information Systems	3
BUS 184	Organizational Behavior	3
BUS 185	Principles of Management	3
BUS 191	Senior Seminar	3
BUS 192	Business Policy and Strategy	3

PHI 192	Business Ethics	3
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Subtotal: 30

In addition to core requirements, eighteen (18) upper division business units are required for the major in Business Administration.

Plus General Education requirements (p. 55) and electives totaling 124 semester units.

*BUS 192 fulfills the capstone requirement for Business. Must be taken at Mount Saint Mary's University.

Students who wish to pursue a specific business area concentration may do so by completing twelve (12) of these eighteen (18) units as follows:

Accounting Concentration

BUS 137	Intermediate Accounting I	3.0-4.0
BUS 138	Intermediate Accounting II	3.0-4.0
BUS 179	Ethics for Accountants	3
BUS 186	Tax Accounting	3
BUS 188	Auditing	3
BUS 198	Advanced Accounting	3

Marketing Concentration

BUS 161	Principles of Advertising	3
BUS 163	Marketing Research	3
BUS 175	Sales Management	3
BUS 165	New Media Marketing	3
BUS 166	Consumer Marketing Research	3
BUS 194	Consumer Behavior	3
BUS 195	International Marketing	3

Management Concentration

BUS 157	Human Resources Development	3
BUS 181	Global Business	3
BUS 187	Management Seminar: Selected Topics	3

And any one of the following courses:

BUS 170	Real Estate	3
BUS 171	Real Estate Law and Management	3
BUS 176	Small Business Management	3

BUS 189	International Management	3
BUS 193	Selected Topics	1.0-3.0

International Business Concentration

BUS 181	Global Business	3
BUS 189	International Management	3
BUS 195	International Marketing	3

And three units from the following:

BUS 123	Travel and Study Abroad	3
ECO 112	World Economic History	3
	or	
HIS 112	World Economic History	3
BUS 193	Selected Topics	1.0-3.0

(One unit in each of the following areas: China, European Union, Eastern Europe, Mercusor, Africa and the Four Tigers)

Healthcare Management Concentration

BUS 121	Financing Healthcare in America	3
BUS 151	American Health Care System	3

And any two of the following courses

BUS 157	Human Resources Development	3
BUS 162	Marketing and Planning for Healthcare Organizations	3
BUS 178	Healthcare Management Information Systems	3

Fully Online Bachelor of Science with a major in Business Administration

The Fully Online Mount Saint Mary's Bachelor of Science Program in Business Administration is designed for adult professionals who wish to advance and solidify their careers in business. Built on the strong liberal arts foundation provided through General Education requirements, the Business Administration major is generalist in scope and covers key functional areas in business- management information systems, organizational behavior, business law, accounting, marketing and finance. Courses emphasize discussion, case studies, group projects and communication exercises. The program has been structured to incorporate workplace experience into the fabric of the classroom.

For students transferring in business courses, at least 21 units of the upper division business courses must be completed at Mount Saint Mary's University.

Once enrolled at Mount Saint Mary's University, all upper division business courses must be completed at the University.

BUSINESS ADMINISTRATION B.S. REQUIREMENTS**Lower Division Core Requirements:**

BUS 4	Business Foundations and Analysis	3
BUS 5	Business Law I	3
BUS 16A	Accounting Principles I	4
BUS 16B	Accounting Principles II	4
BUS 18	Professional Development and Presentations	3
BUS 21	The Essentials of Business Writing and Presentation	3
ECO 1	Microeconomics	3
MTH 28	Mathematical Analysis for Business	3
MTH 38	Elements of Probability and Statistics	3

Subtotal: 26

*ECO 2 Macroeconomics is required as part of the lower division LACE General Education Central Core requirements.

Upper Division Core Requirements:

BUS 122	Management Communications	3
BUS 130	Principles of Finance	3
BUS 131	Managerial Accounting	3
BUS 160	Principles of Marketing	3
BUS 177	Management Information Systems	3
BUS 185	Principles of Management	3
BUS 191	Senior Seminar	3
BUS 192	Business Policy and Strategy	3
PHI 192	Business Ethics	3

Subtotal: 27

Students must complete the required courses plus MSMU's General Education Requirements (p. 55) and electives totaling 124 semester units (45 of which must be upper division).

*BUS 192 fulfills the capstone requirement for Business. Must be taken at Mount Saint Mary's University.

Accounting Emphasis

The emphasis in Accounting qualifies students to enter private, public and governmental accounting. Students are prepared in the practical areas of tax accounting, cost accounting and auditing as well as the application of computer techniques to corporate accounting systems. Graduates will be qualified for professional employment in corporate accounting departments, public accounting firms, and governmental agencies.

The Bachelor of Science in Business Administration, Accounting Concentration at Mount Saint Mary's University (MSMU) offers 124 credit units which allows graduates to sit for the **Uniform Certified Public Accountant (CPA) Exam in California**. Additionally, to become a licensed CPA, all state boards of accountancy require 150 academic credit units. Individual states may have further requirements such as a state-specific exam (e.g., California requires an ethics exam). For a general overview of CPA licensing requirements by state and territory, visit [This Way to CPA](#). To help determine the requirements to obtain a CPA license in your particular state, please email busadmin@msmu.edu.

In addition to the lower and upper division core requirements for the Fully Online B.S. in Business Administration major, students with an Emphasis in Accounting are required to take the following courses:

BUS 137	Intermediate Accounting I	3.0-4.0
BUS 138	Intermediate Accounting II	3.0-4.0
BUS 179	Ethics for Accountants	3
BUS 184	Organizational Behavior	3
BUS 186	Tax Accounting	3
BUS 188	Auditing	3
BUS 198	Advanced Accounting	3

Subtotal: 21-23

Management Emphasis

The emphasis in Management offers a curriculum based on practical, applied courses that qualify students to enter administrative positions immediately after graduation.

Courses cover the broad spectrum of business activity and allow students to choose from a variety of possible career opportunities in large, midsize and small organizations.

In addition to the lower and upper division core requirements for the Fully Online B.S. in Business Administration major, students with an Emphasis in Management are required to take the following courses:

BUS 106	Business Law II	3
BUS 157	Human Resources Development	3
BUS 170	Real Estate	3
BUS 176	Small Business Management	3
BUS 183	Management Seminar	3
BUS 184	Organizational Behavior	3
BUS 189	International Management	3

Subtotal: 21

Business Administration Minor

Open to Baccalaureate Degree Students Only

The Minor in Business Administration has been specially designed for liberal arts, science, health science and other non-business majors.

A minimum of 21 units selected from Business Administration offerings is required for a minor. A minimum of 12 units must be completed in the Business Administration Department at Mount Saint Mary's University.

Once enrolled at Mount Saint Mary's University, all upper division business courses must be completed at the University.

REQUIREMENTS

All minors are required to complete the following courses:

BUS 4	Business Foundations and Analysis	3
ECO 2	Macroeconomics	3
BUS 5	Business Law I	3
BUS 15A	Accounting Principles I	3
BUS 160	Principles of Marketing	3
BUS 185	Principles of Management	3
	Business Elective Upper Division	3

Subtotal: 21

*Note: To achieve the 21 unit minor requirement, those matriculated in the Weekend College Program may replace BUS 4 with another course within the area of Business Administration.

Entrepreneurship Certificate Program

A total of 12 semester units in qualified courses must be successfully completed by the student to qualify for the Entrepreneurship Certificate. These courses are identified below:

REQUIREMENTS

Section One Courses

One of the following is required:

BUS 145	Entrepreneurship	3
BUS 176	Small Business Management	3

Students are required to take three courses from Section Two, or two courses from Section 2 and three one-unit courses from Section Three

Section Two Courses

BUS 106	Business Law II	3
BUS 195	International Marketing	3
BUS 157	Human Resources Development	3
BUS 175	Sales Management	3

BUS 106, BUS 195 and BUS 175: These courses have a prerequisite

Section Three Courses

BUS 193	Selected Topics	1.0-3.0
	Accounting and Finance for Small Business	
	Accounting Systems for Small Business	
	Managing Diversity	
	Leadership	
	Negotiation Skills	
	Personal Finance	

Subtotal: 12

Business Administration Master

This master's degree program offers professional business leadership education based on a foundation of integrity, accountability, rigor, community, diversity, and service. The MBA Program is highly student-centered, career-relevant and

strategically focused on the practice of managerial leadership. The Program is distinguished by its cutting edge curriculum that recognizes that organizational leaders do not deal with a single issue in an isolated, sequential and orderly fashion. Rather, managers deal with a multitude of issues simultaneously, in pieces, in an incomplete and erratic order. The Core Curriculum encompasses 4 academically rigorous semesters of theme-based modules. For those who were not undergraduate business majors, an additional semester of "Foundations" courses are required prior to commencing the Core Curriculum. Modules are presented in a sequential manner based on the expectation that students will proceed through the curriculum as a group or cohort.

Mount Saint Mary's University is accredited by the *Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges*.

MBA Admission Requirements

- Completion of a baccalaureate degree from a regionally accredited college or university
- A cumulative grade point average of 3.0 on a 4.0 scale in the last 60 semester units, or last 90 quarter units.
- Complete Application
- Application Essay
- Two letters of recommendation
- Entrance interview with an advisor
- On-site writing sample may be required
- Three years of full-time professional experience preferred

MBA Foundations Courses

The "Foundations" Courses must be completed with a "C" or better prior to the start of Core Curriculum Modules. Students must earn a B or higher in undergraduate work for Foundations courses required. If not, students must take Foundations and must pass with a 3.0 overall GPA or better in order to proceed to the cohort. A student cannot proceed into the cohort until they have achieved an overall 3.0 GPA in the Foundations courses.

- One semester of Economics (micro or macro—lower or upper division)
- One semester of Accounting (lower or upper division)
- One semester of Finance (upper division)
- One semester of Management/Organizational Behavior (upper division)

- One semester of Marketing (upper division)

MBA Financial Arrangements

Students are responsible for the financing of their education. Information and assistance is available and should be directly requested from the Office of Student Financing. For tuition and fees for the MBA Program, see the tuition expense section at the beginning of this catalog or visit the University Website at www.msmu.edu. Students who return from a leave of absence from the program will **be subject to applicable current tuition rates upon their return.**

MBA Program Requirements

The program offers the student a Master's Degree in Business Administration. As such, each student must comply with **"Academic Policies for Graduate Division"** (see Academic Policies for Graduate Division (p. 73)) These policies include, among others, **Grading Policies** (see Grading Policies) (p. 75), **Academic Probation** (see Academic Probation (p. 77)), and **Academic Dismissal** (see Academic Dismissal (p. 77)).

If a student receives a letter grade of D or F in a course module, he or she may retake the course as a Directed Study **(BUS 239)** during the next semester at the prevailing per unit graduate rate. If the grade is improved to C- or higher, and the student remains in satisfactory academic standing, the student may proceed with his or her cohort. One repetition of a course is permitted. A student who receives a grade of D or F in more than 2 modules during a semester will not be allowed to proceed with his or her cohort and, further, will not be able to complete the courses as Directed Studies. Instead, he or she will need to join the next cohort in order to repeat these courses at additional prevailing tuition costs and fees. In order to graduate with an MBA, the student must successfully complete all modules of the curriculum.

Professional behavior is expected from MSMU students at all time. Students must abide by the ethical standards of the MBA Program, the Business Administration Department, the University both on campus and while working off campus on the Capstone Project or other assignment(s). The student, both as an MBA student and as a representative of Mount Saint Mary's University, will consistently maintain the highest standards of honesty, integrity and service. If the expectations of the University or the MBA Program are not met, the student is subject to dismissal from the program.

MBA Curriculum: Design

The Program is organized around three broad general themes that effectively integrate business disciplines to give the organizational leader an effective set of tools to successfully and strategically manage the enterprise. These themes fall

into 3 categories and are explored during the first three semesters of the Core Curriculum:

First Semester: Setting the Stage – External Global Business Environment . During the first semester attention is directed to analyzing and interpreting *what is* happening in the external environment, and how these conditions may subsequently impact the organization. (BUS 210 (p. 259), BUS 211, BUS 212, BUS 213, BUS 214, BUS 215, BUS 216, BUS 217, BUS 218)

Second Semester: Designing the Organization's Future – Internal Strategy. During the second semester, students assess the organization's internal capabilities in order to successfully leverage them to obtain sustainable strategic advantage in the turbulent business environment. (BUS 219 (p. 260), BUS 221, BUS 222, BUS 223, BUS 224, BUS 225, BUS 227, BUS 228, BUS 229)

Third Semester: Making it Happen – Implementation of Strategy, Travel/Study . In the third semester attention is on implementing the organization's strategic plan. During this semester, the student will broaden his or her perspective by participating in an international travel study program. Because organizational leaders in the 21st century need to think globally, the MSMU MBA immerses the cohort in an international market as a complement to the study in the third semester. For example, the student might have the opportunity to examine global competition in a 9-day guided exploration of China. (BUS 231, BUS 232, BUS 233, BUS 234, BUS 235, BUS 236, BUS 238)

Fourth Semester: Concentration and Culminating Project . The Fourth Semester of the Program is hands-on, practicum based. In the last semester, students utilize the knowledge they have gained in interpreting the signals of the external environment, developing solution-based approaches to problems and creating a fertile environment for positive and constructive change, and will focus on a concentration.

The three concentrations are:

- Entrepreneurship
- Organizational Leadership
- Project Management

Semester 4 Theme: Concentration and Culminating Project

(9 credit hours)

The student will select five units in his or her concentration area and will additionally complete a three unit final team culminating project which will emphasize the application of the tools learned to achieve organizational goals (BUS 260).

The selected organization can be the student's employer, an employer of one of the student's team members, or an outside corporate sponsor. A one-unit course in Consulting helps students prepare for the culminating project (BUS 261).

Culminating Project

The Culminating Project clearly demonstrates students' achievement of the MBA learning outcomes from the prior modules and theme based semesters. This semester, the integrated curricular topics of critical thinking, global business, ethics, communication skills, entrepreneurship and strategic planning are applied to a real world, real time project. The student's performance on the Culminating Project is evaluated by his or her Peers, the Faculty Advisor, and the Project Site Leader (the student's or team member's employer or an outside corporate sponsor). These evaluations provide the forum for assessment of the students' ability to translate classroom theory to real world issues and to demonstrate their skill in working effectively in a collaborative, team environment. A grade of B or better is required for satisfactory completion of the Culminating Project.

Concentration

In the last semester, having gained knowledge in interpreting the signals of the external environment, developing solution-based approaches to identified/identifiable problems and creating a fertile environment for positive and constructive change, the student will focus on a concentration. The concentrations are:

- Entrepreneurship (BUS 241 & BUS 243)
- Organizational Leadership (BUS 244 & BUS 246)
- Project Management (BUS 257 & BUS 258)

Fully Online Business Administration Master

The Fully Online MBA Program affords students the opportunity to attend Mount Saint Mary's cutting edge graduate business study within an online format that is completed in four semesters. Working within a cohort model as part of theme-based modules, graduate business students will benefit from career coaching, etiquette training, and a hallmark international study trip to China as part of this program.

Fully Online MBA graduates are invited to attend Mount Saint Mary's annual commencement exercises in Los Angeles. Those attending shall join the traditional MBA graduate festivities taking place at that time.

REQUIREMENTS

Foundation Courses

Non-business majors must complete 9 units of MBA Foundations prior to starting the MBA Cohort.

BUS 201	Foundations of Business Economics	1
BUS 202	Foundations of Accounting	2
BUS 203	Foundations of Finance	2
BUS 205	Foundations of Management	2
BUS 206	Foundations of Marketing	2

Module I Analyzing the External Environment

Semester 1

BUS 270	Residency	1
BUS 271	Economics and the Environment	2
BUS 272	Change Leadership	2
BUS 273	Strategy	2
BUS 274	Finance	2

Module II Analyzing the Internal Environment

Semester 2

BUS 275	Managerial Accounting & Finance	3
BUS 276	Marketing	3
BUS 277	Strategic Management & Leadership	3

Module III Implementation and Strategy Design

Semester 3

BUS 278	Project & Operations Management	3
BUS 279	Entrepreneurship & Innovation	3

BUS 280	Field Study in China or	3
BUS 281	International Trade in the 21st Century	3

Module IV Concentration Consulting and Culminating Project

Semester 4

BUS 282	Residency	1
BUS 289	Culminating Project	3

Concentrations

Choose one of the following concentrations. You must officially declare your concentration with the Registrar's Office, via a Change of Emphasis Form approved by your Advisor.

Entrepreneurship Concentration

BUS 283	Marketing & Innovation for Entrepreneurs	2
BUS 284	Entrepreneurship Seminars	3

Organizational Leadership Concentration

BUS 285	Organizational Dynamics	2
BUS 286	Organizational Leadership Seminar	3

Project Management Concentration

BUS 287	Project Management Theory and Practice	2
BUS 288	Project Management Seminar	3

Total units required with Foundation**Courses: 45****Total units required without Foundation****Courses: 36**

Chemistry

Departmental Affiliation: Physical Sciences and Mathematics

A student majoring in chemistry receives a comprehensive view of the principles of this science and participates in personalized laboratory instruction and individual research.

A major in chemistry is excellent preparation for graduate studies, medical studies, health science careers, education, scientific writing, and careers in food, petroleum, and textiles. The B.A. degree in chemistry is designed for those interested in secondary science teaching, chemical technology, and other broadly-based careers requiring a science background.

All students enrolled in a laboratory course will be required to pass an annual Laboratory Safety Exam. Each student will be allowed to take the test a maximum of two times. If a student does not pass the exam on the second attempt, he or she will be dropped from all laboratory classes.

Chemistry Bachelor of Arts

REQUIREMENTS**Lower Division:**

CHE 1A	General Chemistry	4
CHE 1AL	General Chemistry Laboratory	1

CHE 1B	General Chemistry	4
CHE 1BL	General Chemistry Laboratory	1
CHE 6A	Organic Chemistry	4
CHE 6AL	Organic Chemistry Laboratory	1
CHE 6B	Organic Chemistry	4
CHE 6BL	Organic Chemistry Laboratory	1
MTH 5A	Calculus I	4
MTH 5B	Calculus II	4
MTH 5C	Calculus III	4
CS 1A	Coding for All	3

PHY 1A	Introductory Physics IA and	4
PHY 1B	Introductory Physics IB or	3
PHY 11A	Mechanics and	4
PHY 11B	Electricity Magnetism and Optics	3

PHY 1BL	Introductory Physics Laboratory	1
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Upper Division:

CHE 107	Biochemistry	3
CHE 107L	Biochemistry Laboratory	1
CHE 109	Advanced Biochemistry	3
CHE 110A	Physical Chemistry: Thermodynamics	4
CHE 110B	Physical Chemistry: Dynamics	3
CHE 190	Inorganic Chemistry	3
	Plus one additional upper division course in Chemistry	3

An overall grade point average of 2.0 in major courses is required for the degree.

Plus General Education requirements (p. 55) and electives totaling 124 semester units, including the Language requirement. A student who receives more than one grade of D may, at the discretion of the department chair, be required to repeat the course.

*CHE 109 fulfills the capstone requirement for Chemistry.

Chemistry Bachelor of Science

REQUIREMENTS

Lower Division:

CHE 1A	General Chemistry	4
CHE 1AL	General Chemistry Laboratory	1
CHE 1B	General Chemistry	4
CHE 1BL	General Chemistry Laboratory	1
CHE 6A	Organic Chemistry	4
CHE 6AL	Organic Chemistry Laboratory	1
CHE 6B	Organic Chemistry	4
CHE 6BL	Organic Chemistry Laboratory	1
MTH 5A	Calculus I	4
MTH 5B	Calculus II	4
MTH 5C	Calculus III	4
CS 1A	Coding for All	3
PHY 11A	Mechanics	4
PHY 11B	Electricity Magnetism and Optics	3
PHY 1BL	Introductory Physics Laboratory	1

Upper Division:

CHE 107	Biochemistry	3
CHE 107L	Biochemistry Laboratory	1
CHE 109	Advanced Biochemistry	3
CHE 110A	Physical Chemistry: Thermodynamics	4
CHE 110B	Physical Chemistry: Dynamics	3
CHE 111	Physical Chemistry Laboratory	2
CHE 120	Instrumental Methods of Analysis	3
CHE 120L	Instrumental Methods of Analysis Laboratory	2
CHE 190	Inorganic Chemistry	3
CHE 199	Research in Chemistry	1-3
	Plus two additional upper division courses in Chemistry	3, 3

For CHE 199, a minimum of 3 units must be completed; BIO 198 may be substituted for CHE 199 at the discretion of the department chair.

Plus General Education requirements (p. 55) and electives totaling 126 semester units. An overall grade point average of 2.0 in major courses is required for the degree. A student

who receives more than one grade of D may, at the discretion of the department chair, be required to repeat the course.

*CHE 109 fulfills the capstone requirement for Chemistry.

Pre-Medical/Pre-Dental Chemistry Major

Medical schools accept students from any degree program. A strong background in science, including chemistry, biology and mathematics, is recommended for successful performance on the Medical College Admissions Test (MCAT) and for admissions to medical programs. Successful completion of the B.S. or B.A. degree with a major in chemistry provides excellent preparation for medical, dental or pharmaceutical studies.

Chemistry Minor

REQUIREMENTS

Courses

CHE 1A	General Chemistry	4
CHE 1AL	General Chemistry Laboratory	1
CHE 1B	General Chemistry	4
CHE 1BL	General Chemistry Laboratory	1
CHE 6A	Organic Chemistry	4
CHE 6AL	Organic Chemistry Laboratory	1
CHE 6B	Organic Chemistry	4
CHE 6BL	Organic Chemistry Laboratory	1
CHE 107	Biochemistry	3
CHE 107L	Biochemistry Laboratory	1

Plus two additional upper division courses in Chemistry selected from

CHE 109	Advanced Biochemistry	3
CHE 110A	Physical Chemistry: Thermodynamics	4
CHE 110B	Physical Chemistry: Dynamics	3
CHE 111	Physical Chemistry Laboratory	2
CHE 120	Instrumental Methods of Analysis	3
CHE 190	Inorganic Chemistry	3

An overall grade point average of 2.0 in requisite courses is required for the minor.

Child Development

Departmental Affiliation: Education

The Child Development major provides an interdisciplinary approach to the understanding of young children as individuals and as members of society. Courses in this major are those specifically relevant to child development in the departments of psychology, education, sociology, and English. The Child Development Major is recommended primarily for individuals who seek careers working with children and their families in child care, educational, or social service settings. Graduates are eligible to qualify for the Child Development Teacher Permit under the California Commission on Teacher Credentialing.

Students who plan to complete this major at the outset of their university careers may elect to take courses in their first two years in the Early Childhood Education program at the Doheny Campus.

Child Development Bachelor of Arts

REQUIREMENTS

I. Education (12 units)

EDU 32	Early Childhood Education: Observation And Curriculum Planning	3
	or	
EDU 132	Early Childhood Education: Observation And Curriculum Planning	3
	or	
EDU 33	The Visual and Performing Arts for the Young Child	3
	or	
EDU 133	The Visual and Performing Arts for the Young Child	3
	or	
ART 145	Arts and Crafts in the Classroom	1
	and	
MUS 130	Creative Music Experience	1
	and	
INT 194A	Introduction to Drama and Dance	1
	or	
EDU 37	Infant and Toddler Development and Care	3
	or	

EDU 137	Infant & Toddler Development and Care	3
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EDU 191	Child Development Practicum	3
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II. Psychology (12 units)

PSY 1	Introduction to Psychology	3
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PSY 12	Lifespan/Human Development	3
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or

PSY 13	Child Development	3
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or

PSY 15	Global Lifespan Development	3
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PSY 118	Interventions for Children with Disabilities	3
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PSY 139	Child Abuse and Family Violence	3
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III. Social Work (9 units)

SOC 104	Sociology of the Family	3
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or

SW 6	Child, Family, & Community	3
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or

SW 104	Human Behavior in the Social Environment I	3
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or

SW 105	Human Behavior in the Social Environment II	3
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SOC 102	Sociology of Children	3
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SW 136	Diversity and Advancing Human Rights	3
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IV. English (6 units)

ENG 105	Advanced Composition	3
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or

ENG 106	Introduction to Creative Writing	3
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ENG 134	Children's Literature	3
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V. Biology (3 units)

BIO 10	Health Science	3
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V. Choose One (3 units)

Choose one course below to meet 45 unit requirement for the major.

EDU 35	Language and Literacy Development in the Young Child	3
EDU 135	Language and Literacy Development in the Young Child	3
EDU 36	Emergent Math and Science Experiences in The Preschool Classroom	3
EDU 136	Emergent Math and Science Experiences in The Preschool Classroom	3
ART 197	Play=Learning: Child Development in Community	3
PSY 197	Play=Learning: Child Development in Community	3
SW 109	Communication & Writing Essentials	3

VI. Minimum 30 upper division units, including the required courses listed above

Students may petition the Child Development Advisor to substitute other relevant courses in the program.

Plus General Education requirements (p. 55) and electives totaling 124 semester units, including the Language requirement.

*EDU 191 fulfills the capstone requirement for Child Development.

All courses are described in the respective department listings.

Child Development Minor**REQUIREMENTS**

18 units from the following (12 units must be upper division)

Required courses (9 units)

PSY 12	Lifespan/Human Development	3
	or	
PSY 13	Child Development	3
	or	
PSY 15	Global Lifespan Development	3
SW 6	Child, Family, & Community	3
	or	
SOC 104	Sociology of the Family	3

or

SOC 102	Sociology of Children	3
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EDU 191	Child Development Practicum	3
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Electives (9 units from)

SW 136	Diversity and Advancing Human Rights	3
PSY 118	Interventions for Children with Disabilities	3
PSY 139	Child Abuse and Family Violence	3
ENG 134	Children's Literature	3
ART 145	Arts and Crafts in the Classroom	1
MUS 130	Creative Music Experience	1
INT 194A	Introduction to Drama and Dance	1
ART 197	Play=Learning: Child Development in Community	3
PSY 197	Play=Learning: Child Development in Community	3

Courses offered on the Doheny Campus and include observation in the Child Development Center

EDU 132	Early Childhood Education: Observation And Curriculum Planning	3
EDU 137	Infant & Toddler Development and Care	3
EDU 133	The Visual and Performing Arts for the Young Child	3
EDU 103	Hospital Child Care	3

Required Courses:

SW 6, SOC 104 or SOC 102: Course not selected may be included as an elective.

EDU 191: May be replaced with a major-related practicum if practicum involves direct work with children (**infant through age 13**). Must be approved by minor advisor. Submit: name of instructor, location of practicum, & description of involvement with children. **Acceptable substitute courses: PSY 192, NUR 172T/P, & SOC 197A. Must focus on children birth to 13 years. Documentation must be submitted, including syllabus, site, hours of service, responsibilities & ages of children served.**

Electives:

ART 145, MUS 130 and INT 194A: Must be taken as a set and program of study may not include both this set and EDU 133.

Chinese

Chinese Courses

Department Affiliation: Language and Culture

The department of Language and Culture offers two semesters of Chinese. These two courses can be taken for the General Education Language requirement or as electives.

CHI 1

CHI 2

Computer Science

Applied Computing Minor

REQUIRED COURSES

Lower Division

CS 1A	Coding for All	3
CS 1B	Software Development	3
CS 9	Computers Under the Hood	3
CS 65	Information Retrieval & Processing	3

Upper Division

CS 110	Intro to Data Science	3
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Six units from the following electives in consultation with the student's advisor

MTH 113	Probability and Statistics	3
MTH 128A	Numerical Analysis	3
MTH 128B	Numerical Analysis	3
MTH 120	Discrete Mathematics	3
CS 115	Data Structures & Algorithms	3
CS 125	Computer Systems and Networks	3
CS 150	Software Engineering	3
CS 170	Web Engineering & Mobile Applications	3
GIS 172	Introduction to Data Management	3
BUS 125	E-Commerce/E-Business	3
SOC 117	Quantitative Research Methods	3
BIO 198	Biological Research	0-3
CHE 199	Research in Chemistry	1-3
PHI 155	Symbolic Logic	3

PHI 169	Philosophy of Technology	3
PHI 192	Business Ethics	3
CS 187	IT/CS Internship	1-3

Note: A student must complete three upper division courses (9 units) for a minor that are not also being used to fulfill requirements for the major, general education, or another major

*The interdisciplinary research courses require a CS component

Subtotal: 21

Computer Science Minor

REQUIRED COURSES

Lower Division

CS 1A	Coding for All	3
CS 1B	Software Development	3
CS 9	Computers Under the Hood	3

Upper Division

CS 115	Data Structures & Algorithms	3
MTH 120	Discrete Mathematics	3

Three units from the following CS/MTH electives

CS 65	Information Retrieval & Processing	3
CS 110	Intro to Data Science	3
CS 125	Computer Systems and Networks	3
CS 150	Software Engineering	3
CS 170	Web Engineering & Mobile Applications	3
CS 187	IT/CS Internship	1-3
MTH 38	Elements of Probability and Statistics	3
MTH 113	Probability and Statistics	3
MTH 128A	Numerical Analysis	3
MTH 128B	Numerical Analysis	3

Three units from the following non-CS electives

GIS 172	Introduction to Data Management	3
BUS 125	E-Commerce/E-Business	3
SOC 117	Quantitative Research Methods	3
BIO 198	Biological Research	0-3
CHE 199	Research in Chemistry	1-3

PHI 155	Symbolic Logic	3
PHI 169	Philosophy of Technology	3
PHI 192	Business Ethics	3

Note: A student must complete three upper division courses (9 units) for a minor that are not also being used to fulfill requirements for the major, general education, or another major

*The interdisciplinary research courses require a CS component.

**It is possible for the student to opt out of Non-CS electives and take two CS/MATH electives. The opposite is not allowed.
Subtotal: 21

Creative Writing

Master of Fine Arts Creative Writing

MFA in Creative Writing Admission Requirements

Applicants must meet the minimum university requirements for graduate study. Applications from candidates in any field will be considered. Admission is based on samples of creative writing in the student's chosen genre (10-20 pages), academic record, a personal statement, and two letters of recommendation, one of which must come from a creative writing instructor or professional writer. Please do not send letters from friends or any other non-professional contact.

Program Description

The Masters of Fine Arts (MFA) in Creative Writing at Mount Saint Mary's University, Los Angeles, is an artist-training program for graduate students who want to write professionally in the genres of novel, short story, playwriting, poetry, screenplay and non-fiction. We are ideal for working adults. The degree program can be taken fully online, fully on-campus, or a combination of the two. These options give you the freedom to fit into your life a graduate degree while keeping your other commitments. The MFA in Creative Writing at Mount Saint Mary's, Los Angeles will be synonymous with the latest in technology and teaching. In addition, you'll be able to study in Spanish as well as English. Starting Fall 2016, we plan to phase in bilingual study. Beginning now, students may write their thesis projects in either language.

What gives our program its special character? We develop writers in multiple genres, believing that you can excel in more than one. We are interested in the whole writer, an expert who isn't narrow. Our integration of the humanities

into our course of study reflects commitment to intellectual rigor and liberal arts as the cornerstone of human understanding. We pay close attention to your needs as a developing artist. The courses are demanding, disciplined, and the level is high. In short, we give you your money's worth.

The teachers in our program put a premium on helping our students into their professional careers, through continued mentoring. This means not only teaching the techniques that make you the best writer you can be, but also preparing you for the publication market. Our writers and director, combined, have a long track record of helping students to national and international literary prizes and book-length publications. Whatever your career path, our job is to help you write stories, novels, plays, poems, or screenplays, at the highest level, and get them into print or staged before an appreciative public. In that, we are practical minded and the curriculum is set up to get you there.

Our students are of all ages and from many different educational backgrounds. You do not need to have completed a degree in literature in order to apply to us. Combining humanistic depth, intellectual rigor, multicultural and bilingual study, technology, a flexible online format, cross-training in multiple genres, and practical preparation—that is what makes our MFA in Creative Writing stand apart.

DEGREE REQUIREMENTS

The MFA in Creative Writing Program is a 36-unit interdisciplinary course of study that culminates in a terminal degree that qualifies the holder to teach at the college level. The coursework includes fifteen unit hours in creative writing workshops [including bilingual creative writing when offered], three unit hours of literary theory, nine additional unit hours in Humanities and/or Film and Television electives, three unit hours of electives, and six unit hours of thesis. There is no order of sequence required for any course; students may take any genre in any sequence they choose. The MFA student completes a critical essay and an original creative writing work in a selected genre.

Creative Writing Workshops (15 units)

Complete 15 units of Creative Writing Workshops.

- CRW 230 Fiction Writing I (3)
- CRW 240 Fiction Writing II (3)
- CRW 231 Poetry Writing I (3)

- CRW 241 Poetry Writing II (3)
- CRW 233 Creative Non-Fiction Writing I (3)
- CRW 234 Creative Non-Fiction Writing II (3)
- CRW 236 Playwriting I (3)
- CRW 246 Playwriting II (3)
- CRW 248 Special Topics in Creative Writing (3)

Humanities Electives (12 units)

Complete three (3) units of Literary Theory in the first year, and nine (9) units of Humanities (HUM) Electives and/or FLM 259, FLM 265A, CRW 232, or CRW 299C (total of 12 units).

- HUM 241E Literary Theory (3)
- Humanities (HUM) Electives
- FLM 259 Special Topics in Film Studies (3)
- FLM 265A The Film Auteur (3)
- CRW 232 Writing for the Screen I (3)
- CRW 299C Publishing Seminar (3)

See Masters in Humanities and Film Television & Photography course list for course offerings and descriptions.

Electives (3 units)

Complete any 3 additional units of Creative Writing (CRW), Humanities (HUM), or Film Television & Photography (FLM) coursework.

Thesis (6 units)

Complete 6 units of Thesis (CRW 296). These are taken in consecutive semesters, 3+3, normally in the last two semesters of the student's course of study.

- CRW 296 Thesis (3)
- CRW 296 Thesis (3)

Thesis continuation is for students needing more time (CRW 297A, CRW 297B, CRW 297C, CRW 297D).

- CRW 297A Thesis Continuation (1)

- CRW 297B Thesis Continuation (1)
- CRW 297C Thesis Continuation (1)
- CRW 297D Thesis Continuation (1)

Required for completion of the degree is submission of a minimum 120-page manuscript in one genre – fiction, creative nonfiction, play, screenplay or teleplay; or 50 pages of poetry – closely reviewed, edited and refined with the assistance of the student's Thesis Committee. The Creative Writing Thesis can be written in English and/or Spanish. For more information on the Thesis proposal and approval process, contact the MFA in Creative Writing Program office.

Humanities and Film Television & Photography students may take Creative Writing courses with the consent of their program directors and permission of the instructor. A short writing sample is required.

Subtotal: 36

MA HUMANITIES AND MFA CREATIVE WRITING ARTICULATION

Mount Saint Mary's University Graduate Division

Upon the approval of the MA HUM and MFA Creative Writing faculty, students currently enrolled in the MA Hum Program who have successfully completed a minimum of 1 semester with a GPA of 3.0 or above and whom the faculty deem to have demonstrated aptitude and skill in creative writing may be allowed to enter the MFA Creative Writing program with all applicable MSMU credits toward the MFA Creative Writing Degree, if approved by the faculty and Graduate Dean, under this MA HUM and MFA/Creative Writing Articulation Agreement. Students must withdraw from the MA HUM program, and then submit an application to the MFA Creative Writing Program to the Graduate Admissions Office, and be accepted into the MFA program by the faculty and Graduate Dean. (Students may submit an academic petition for waiver of transcripts, application fee, and letters of recommendation since these are already on file with the University).

Upon the approval of the MFA Creative Writing and MA HUM faculty, students currently enrolled in the MFA Creative Writing Program who have successfully completed a minimum of 1 semester with a GPA of 3.0 or above and whom the faculty deem to have demonstrated aptitude and skill in the study of the Humanities may be allowed to enter the MA HUM program with all applicable MSMU credits toward the MA HUM Degree, if approved by the faculty and Graduate Dean, under this MA HUM

Program/MFA/Creative Writing Program Articulation Agreement. Students must withdraw from the MFA program, and then submit an application to the HUM Program to the Graduate Admissions Office, and be accepted into the HUM program by the faculty and Graduate Dean. (Students may submit an academic petition for waiver of transcripts, application fee, and letters of recommendation since they are already on file with the University.)

Concurrent enrollment in both the MA HUM and MFA Creative Writing Programs is not permitted; dual degrees will not be granted; and work presented for one degree may not subsequently be counted toward the other, except as allowed under the section on Second Master's Degree in the MSMU Graduate Division Policy and Procedures Handbook.

Criminology

Department Affiliation: Sociology

The Criminology major examines human deviance and behaviors (and their causes) that violate social norms, along with society's response to it, both a macro and micro perspective. It also examines modes of investigation and the efficacy of punishment and/or rehabilitation as compared with treatment outcomes, deterrence, and societal impact. Finally it looks at the wide range of crime and deviance, its role in society, and its effects and consequences for individuals and society.

Because careers in Criminology cross many occupational areas, we have designed a program that addresses the multi-faceted field. Our courses are taught from a systems perspective that explores criminal behavior as the result of interactions of family, culture, socioeconomic status, social structure, opportunities, socialization, community and environment. This approach allows for an in-depth and holistic understanding of crime, the individual and society.

The major is excellent preparation for careers in law enforcement, probation, crime, prevention, forensic research, law studies, rehabilitation, programs for at-risk populations, homeland security or advanced studies in sociology and criminology.

Criminology B.S. Degree

Required Core Courses

SOC 1	Introduction to Sociology	3
CRI 110	Juvenile Delinquency	3
CRI 111	Criminology	3
SOC 117	Quantitative Research Methods	3

SOC 160	Diversity in Society	3
	or	
SOC 161	Dynamics of Majority-Minority Relations	3
SOC 162	Human Rights	3
CRI 197	Capstone Experience	3

Plus 6 courses from the list below

CRI 105	Criminal Profiling	3
CRI 109	Forensic Studies: Criminalistics	3
CRI 113	Community Policing	3
CRI 114	Corrections	3
CRI 116	Criminal Justice	3
CRI 119	Urban Crisis Response and Management	3
CRI 122	Criminal Policy and Practice	3
CRI 123	Crime and Minorities	3
CRI 137	Criminal Pathologies	3
CRI 145	Ethical Dilemmas in Criminology	3
CRI 152	Introduction to Parole and Probation	3
CRI 158	Mental Health and Law Enforcement	3
SOC 115	Sociology of Violence	3
SOC 127	Family Systems Theory and Violence	3
SOC 179	Commodifying Bodies: Human Trafficking Across the Globe	3
SOC 180	Social Stratification and Social Justice	3

Subtotal: 39

Plus General Education requirements (p. 55) and electives totaling 124 semester units.

*CRI 197 fulfills the capstone requirement for Criminology.

Fully Online Bachelor of Science with a major in Criminology

Required Core Courses

SOC 1	Introduction to Sociology	3
CRI 110	Juvenile Delinquency	3
CRI 111	Criminology	3
SOC 117	Quantitative Research Methods	3

SOC 160	Diversity in Society	3
	or	
SOC 161	Dynamics of Majority-Minority Relations	3
SOC 162	Human Rights	3
CRI 197	Capstone Experience	3

Plus 6 courses from the list below

CRI 109	Forensic Studies: Criminalistics	3
CRI 113	Community Policing	3
CRI 114	Corrections	3
CRI 116	Criminal Justice	3
CRI 119	Urban Crisis Response and Management	3
CRI 122	Criminal Policy and Practice	3
CRI 123	Crime and Minorities	3
CRI 145	Ethical Dilemmas in Criminology	3
CRI 152	Introduction to Parole and Probation	3
CRI 158	Mental Health and Law Enforcement	3
SOC 115	Sociology of Violence	3
SOC 127	Family Systems Theory and Violence	3
SOC 179	Commodifying Bodies: Human Trafficking Across the Globe	3
SOC 180	Social Stratification and Social Justice	3

Subtotal: 39

Plus General Education requirements (p. 55) and electives totaling 124 semester units.

*CRI 197 fulfills the capstone requirement for Criminology.

Criminology Minor

Required Core Courses

CRI 110	Juvenile Delinquency	3
CRI 111	Criminology	3
CRI 116	Criminal Justice	3

Plus 3 additional upper division Criminology courses for a total of 18 units

Courses recommended for careers in probation, rehabilitation, or youth counseling

SOC 103	Introduction to Group Process/Therapy	3
SOC 104	Sociology of the Family	3
SOC 106	Introduction to Psychotherapy	3
SOC 107	Anger Management	3
SOC 108	Substance Abuse Counseling	3
SOC 120	Case Management	3
SOC 127	Family Systems Theory and Violence	3
SOC 134	Mediation and Negotiation	3
SOC 151	Youth Counseling	3

Cultural Studies

Department Affiliation: Language and Culture

The Cultural Studies program is interdisciplinary and explores the intersection of culture with the humanities and sciences. Students will investigate the way culture creates and transforms their experiences, social interactions, and everyday life. The courses are generally taught in English.

Cultural Studies Minor

Culture courses are interdisciplinary and intended to immerse the students into a global cultural diversity.

Languages are not required; however eight units of language can be accepted towards the minor in Cultural Studies.

REQUIREMENTS**Choose 18 units from the list below**

CUL 107A	Theory and Practice of Culture	3
	or	
CUL 107B	Intercultural Communication	3
CUL 110	Culture Through Films	3
	or	
PHI 162	Philosophy and Native Cultures	3
CUL 108	World Literature in Translation	3
CUL 12	Multicultural Communities in Los Angeles	3
	or	

CUL 112	Multicultural Communities in Los Angeles	3
CUL 114	Faces of Spirituality	3
	or	
RST 61	Introduction to World Religions	3
	or	
RST 161	World Religions	3
CUL 16	Intercultural Perspectives in the United States	3
	or	
CUL 116	Intercultural Perspectives in the United States	3
CUL 117	Women's Literature in Translation	3
	or	
ENG 123	Women's Voices in Literature	3
CUL 119	Culture Through the Artist's Eyes	3
CUL 120	American-Chinese Encounters China Chinese in America	3
CUL 121	Dance in Culture	3
CUL 122	Manners to Morals: An Anthropological Study of Society and Culture	3
ART 173	Multiculturalism: A History of Visual Culture in America	3
MUS 6	The Music Community: Exploring Sound and Meaning	3
	or	
MUS 106	The Music Community: Exploring Sound and Meaning	3
	or	
MUS 16	Music Cultures of the World	3
	or	
MUS 116	Music Cultures of the World	3
Subtotal: 18		

English for Academic Purposes Certificate

The English for Academic Purposes Certificate is for students interested in mastering the English skills required to succeed in higher education classes conducted in English. It is for international students, or for students whose first language is not English, who are interested in improving their communication skills in English, and understanding the American culture. Basic English speaking ability is required. Upon completion of a level, Certificates will be awarded.

English language assessment results will be used to place students in the following courses and levels:

Level I

CUL 11/CUL 111 Academic Communication Skills (3)
CUL 12/CUL 112 Multicultural Communities in Los Angeles (3)

Level II

CUL 13/CUL 113 Academic Writing Skills (3)
CUL 16/CUL 116 Intercultural Perspectives in the United States (3)

Economics

Departmental Affiliation: Business Administration

Education

The Education Department offers undergraduate and graduate programs for the preparation of teachers:

Undergraduate

Early Childhood Education in conjunction with the Associate in Arts degree.

Preliminary Elementary Teacher Preparation (California Credential)* Program in conjunction with a Baccalaureate degree and a Liberal Studies major. Includes Certificate in Inclusive and Responsive Teaching for candidates accepted prior to spring 2017.

Preliminary Secondary Teacher Preparation (California Credential)* Program in conjunction with a Baccalaureate degree and an academic major. Includes Certificate in Inclusive and Responsive Teaching for candidates accepted prior to spring 2017.

Graduate

Preliminary Teacher Preparation (California Credential)* Programs:**

Elementary (2042 Multiple Subject) includes Certificate in Inclusive and Responsive Teaching.

Secondary (2042 Single Subject) includes Certificate in Inclusive and Responsive Teaching.

Education Specialist: Mild/Moderate Disabilities

Education Specialist: Deaf and Hard of Hearing

** Candidates should speak to an advisor if planning to teach in a state other than California.*

***Preservice and Intern options are available in all programs*

Induction Programs leading toward Clear Credential:

Multiple Subject, Single Subject, and/or Education Specialist Clear Credential

Master of Science in Education with concentrations in:

Elementary Education (in conjunction with an Elementary Teacher Preparation Program)

Secondary Education (in conjunction with a Secondary Teacher Preparation Program)

Education Specialist: Mild/Moderate Disabilities (in conjunction with an Education Specialist Teacher Preparation Program)

Education Specialist: Deaf and Hard of Hearing (in conjunction with an Education Specialist Teacher Preparation Program)

Individually Designed Program (may be in conjunction with an Induction Program)

Instructional Leadership Program (may be in conjunction with an Induction Program)

Certificates

Certificate in Instructional Leadership

Certificate in Inclusive and Responsive Teaching (CIRT)
(Must be completed as part of a degree program)

The Preliminary and Induction Teacher Preparation Programs meet the standards for and have been approved by the California Commission on Teacher Credentialing (CCTC), leading to a California Preliminary or Clear Teaching Credential. Mount Saint Mary's provides assistance in researching program professional licensure standards in other states.

Early Childhood Education Program A.A. Degree with a Specialization in Early Childhood Education

The Associate in Arts degree program with a specialization in Early Childhood Education is designed for the student who wishes to enter the field of preschool teaching. At the completion of the two-year program, the student is qualified to teach in child development programs (pre-kindergarten) or to transfer to a four-year program to complete a Bachelor of

Arts degree in Child Development, or to complete the requirements for a Bachelor of Arts degree in a related field, or to apply for admission to the Preliminary Multiple Subject Teacher Preparation Program.

REQUIREMENTS

Core Courses

EDU 31	Introduction to Early Childhood Education: Profession and Programs	3
EDU 32	Early Childhood Education: Observation And Curriculum Planning	3
	or	
EDU 132	Early Childhood Education: Observation And Curriculum Planning	3
EDU 33	The Visual and Performing Arts for the Young Child	3
	or	
EDU 133	The Visual and Performing Arts for the Young Child	3
EDU 35	Language and Literacy Development in the Young Child	3
	or	
EDU 135	Language and Literacy Development in the Young Child	3
EDU 36	Emergent Math and Science Experiences in The Preschool Classroom	3
	or	
EDU 136	Emergent Math and Science Experiences in The Preschool Classroom	3
EDU 37	Infant and Toddler Development and Care	3
	or	
EDU 137	Infant & Toddler Development and Care	3
EDU 39	Supervised Field Work: Preschool	6
PSY 12	Lifespan/Human Development	3
	or	
PSY 13	Child Development	3
	or	
PSY 15	Global Lifespan Development	3
SW 6	Child, Family, & Community	3

General Requirements

PSY 1	Introduction to Psychology	3
BIO 10	Health Science	3

PHI 15	Introduction to Philosophy	3
	or	
PHI 10	Critical Thinking	3
A.A. Program Requirements		
ENG 1A	Freshman English	3
ENG 1B	Freshman English	3
Recommended Electives		
	Courses in Spanish and Physical Education	
SOC 102	Sociology of Children	3
PSY 118	Interventions for Children with Disabilities	3

Child Development Teacher Permit

The two-year Early Childhood Education program or the four-year Child Development major with an appropriate practicum fulfill coursework and fieldwork requirements for a Child Development Teacher Permit.

The requirements as established by the California Commission on Teacher Credentialing are the following:

- Completion of an Associate of Arts degree or higher in early childhood education or child development.
- A supervised field experience (EDU 39) in an early childhood education setting.
- The candidate must have earned a C or above in each course used for the permit.

This permit is issued for five years and is renewable for successive five-year periods with the completion of 105 hours of professional growth. A Child Development Teacher Permit authorizes the holder to provide service in the care, development, and instruction of children in a child development program, and supervise a Child Development Permit Associate Teacher, a Child Development Permit Assistant, and an aide.

As Title 5 California Administrative Code Regulations pertaining to revisions in the Child Development Permit are enacted, notification of such revisions are made to students who are enrolled in the program, as well as those who make inquiry regarding it. It is recommended that those reading this section for the first time inquire as to whether the regulations stated here have undergone revision by the state.

Admission Requirements

To be accepted as an Early Childhood Education major, a student entering Mount Saint Mary's University must have a

high school GPA of 2.5. SAT or ACT scores are also considered; an interview may be required. Transfer students applying for the Early Childhood Education program after university experience must have a GPA of 2.25 in college-level courses, grades of C or better in all Early Childhood Education courses accepted for transfer, and a grade of C or better in a college-level (non-remedial) English course.

Specific Program Requirements

The student must complete all Early Childhood courses with a grade of C or better. A grade of C or better must also be achieved in ENG 1A and ENG 1B.

Students in the Early Childhood Education specialization must be able to establish rapport with very young children and their families. They must be able to create an environment where children can discover themselves; to do this, they need broad knowledge of children's physical, social/emotional and cognitive development. Coursework, including observation, participation, and supervised teaching of children, is designed to enable students to demonstrate expertise in these areas within the two-year period.

Elementary California Teacher Preparation Program in Conjunction with a B.A. Degree in an Academic Major (Liberal Studies recommended; see major description and requirements)

Preparation for certification as an elementary teacher in California consists of two components, (1) academic preparation and (2) professional preparation. In addition, other state requirements must be met, as in (3) below. The Mount Saint Mary's University Elementary Teacher Preparation Program is a California Commission on Teacher Credentialing approved program for the preparation of students for the Preliminary Multiple Subject Teaching Credential as defined by SB 2042. It is possible to complete both the academic and professional preparation as an undergraduate and to graduate with a preliminary teaching credential.

1. Academic Preparation. The undergraduate student interested in elementary school teaching ordinarily completes a Liberal Studies major as described in the Liberal Studies major description pages. However, qualified candidates, interested in a concurrent program of teacher preparation, may select another academic major. Students must satisfy the academic preparation requirement for a teaching credential by either completing a set of courses as part of the "waiver program" or achieving a passing score on the California Subject Matter Examination(s) for Teachers (CSET), multiple subjects subsections. Regardless of major,

approval for the "waiver" or passing scores on the CSET must be on file prior to the application deadline for supervised teaching.

2. Professional Preparation. Simultaneously with the Liberal Studies major, undergraduate students complete the Elementary Teacher Preparation Program courses to satisfy professional requirements. Fieldwork in public schools affiliated with the Education Program is required in each professional preparation class. The student must be able to arrange for transportation to fieldwork sites.

Refer to Preliminary Elementary Teacher Preparation Program for the Elementary Teacher Preparation Program course list and description of the Certificate in Inclusive and Responsive Teaching (CIRT) that is embedded within the Teacher Preparation Program. Also see Preliminary Teacher Preparation Programs for teacher preparation program requirements and Supervised Teaching for supervised teaching policies. Units taken in the Teacher Preparation Program may count toward the Baccalaureate degree.

1. Other Requirements: Students must apply to and be officially admitted to the Elementary Teacher Preparation Program with a passing score on the CBEST examination to enroll in advanced professional preparation coursework: EDU 155 Social Studies and the Arts and EDU 156 Language and Literacy. Prior to filing for the credential students must fulfill the requirement related to the United States Constitution, pass a state-required examination on the teaching of reading (RICA), have a current CPR certification for adult, child, and infant. POL 1, American Government and Institutions, currently meets the U.S. Constitution requirement. If a student wishes to fulfill this requirement by taking a course off-campus, she must submit an equivalency petition for approval to the Education Department prior to course enrollment. EDU 156, Language and Literacy: Elementary Curriculum, will prepare students for the RICA exam. Prior to taking any course involving fieldwork, students must have received a Certificate of Clearance. Prior to supervised teaching students must have met the subject matter competence requirements. The Certificate of Clearance must be valid throughout the entire supervised teaching experience. Finally, all teacher credential candidates must pass the state-required Teacher Performance Assessment (TPA) administered during the program coursework.

It is particularly important that students meet regularly with their Liberal Studies program advisor as the California Commission on Teacher Credentialing (CCTC) regulations are subject to change.

Speak to an advisor if you plan to teach in a state other than California to learn about additional requirements.

Secondary California Teacher Preparation Program in Conjunction with a B.A. Degree with an Academic Major

Preparation for certification as a secondary school teacher in California consists of two components: (1) **academic preparation** and (2) **professional preparation**. In addition, other state requirements must be met, as described below. The Mount Saint Mary's University Secondary Teacher Preparation Program is a California Commission on Teacher Credentialing approved program for the preparation of students for the Preliminary Single Subject Teaching Credential as defined by SB 2042. It is possible to complete both the academic and professional preparation as an undergraduate and to graduate with a preliminary teaching credential.

Academic Preparation. The undergraduate student interested in secondary school teaching majors in the academic subject she plans to teach. Students must satisfy the academic preparation requirement for a teaching credential by achieving a passing score on the state-required CSET examinations in the academic subject they intend to teach. This requirement must be satisfied prior to the application deadline for supervised teaching.

Professional Preparation. Simultaneously with the academic studies, undergraduate students complete the Secondary Teacher Preparation Program courses to satisfy professional requirements. Fieldwork in public schools affiliated with the Education Program is required in each professional preparation class. The student must be able to arrange for transportation to fieldwork sites and have the Certificate of Clearance completed prior to placement.

Refer to Preliminary Secondary Teacher Preparation Program or the Secondary Teacher Preparation Program course list. Also see Preliminary Teacher Preparation Programs for teacher preparation program requirements and description of the Certificate in Inclusive and Responsive Teaching (CIRT) that is embedded within the Teacher Preparation Program. See Supervised Teaching for supervised teaching policies. Units taken in the Teacher Preparation Program may count toward the Bachelors degree but are not required for graduation.

Other Requirements

Students must apply to and be officially admitted to the Secondary Teacher Preparation Program with a passing score on the CBEST examination to enroll in advanced professional preparation coursework: EDU 166, Principles of

Secondary Education, EDU 167 Principles of Secondary Curriculum and EDU 168 Content-Based Reading Instruction. Prior to filing for the credential students must fulfill the requirement related to the United States Constitution. *POL 1, American Government and Institutions*, currently meets the U.S. Constitution requirement. If a student wishes to fulfill this requirement by taking a course off-campus, she must submit an equivalency petition for approval to the Education Department prior to course enrollment. Prior to supervised teaching students must have passed all subtests of the appropriate Single Subject CSET examinations and have received a Certificate of Clearance (FBI fingerprint clearance) valid for the duration of the supervised teaching experience. Finally, all teacher credential candidates must pass the state-required Teacher Performance Assessment (TPA) administered during the program coursework.

Speak to an advisor if you plan to teach in a state other than California to learn about additional requirements.

Preliminary California Teacher Preparation Programs

Undergraduate and Graduate

The Teacher Preparation Programs at Mount Saint Mary's University offer coursework and fieldwork leading to a California Preliminary Teaching Credential for Multiple Subjects, Single Subject or Education Specialist: mild/moderate disabilities. Students may already be teaching in their own classrooms in public or private schools, or be completing the program prior to employment as a teacher. The Elementary and Secondary Teacher Preparation Programs are open to undergraduate as well as graduate students. Coursework is grounded in the California Standards for the Teaching Profession and emphasizes a cycle of planning, teaching, and reflecting that provides students with an ever-deepening understanding of how to provide all students with rigorous academic learning. The programs prepare teachers who are committed to working with diverse student populations in urban settings. Theory and practice are infused throughout the coursework with discussions and readings augmenting early fieldwork experiences in exemplary teachers' classrooms in Mount Saint Mary's University associated schools. Courses and fieldwork provide essential knowledge and skills that students need to pass the California Teacher Performance Assessment and qualify for a Preliminary Teaching Credential. Other state and program requirements apply, and students are urged to maintain regular contact with their education program advisor.

The Preliminary and Induction Teacher Preparation Programs meet the standards for and have been approved by the California Commission on Teacher Credentialing

(CCTC), leading to a California Preliminary or Clear Teaching Credential. Mount Saint Mary's is in the process of researching program professional licensure standards in other states.

Candidates accepted into a Preliminary Elementary or Secondary Teacher Preparation Program prior to Spring 2017 may apply to earn a Certificate in Inclusive and Responsive Teaching (CIRT) concurrent with their credential program. This 12-unit certificate program, fully embedded within the preliminary teaching credential coursework, focuses on training teachers to provide an inclusive and responsive classroom environment for all learners, especially those with the most common disabilities found in schools. Candidates who complete an Education Specialist Teacher Preparation Program are not issued the CIRT.

The Education Specialist: Deaf and Hard of Hearing Preliminary Teaching Credential program is only available to graduate students.

Graduate students may complete a Master of Science degree in Education in conjunction with the teacher preparation coursework. All post-baccalaureate programs of study offered by the Education Department are graduate level programs, whether leading to a Masters degree or not (e.g., Elementary and Secondary Teacher Preparation Programs). As such, these programs are governed by policies and procedures for graduate degree programs in all applicable areas.

Admission to Preliminary Teacher Preparation Programs

Undergraduate applicants for a Teacher Preparation Program apply directly to the Education Department for admission. Graduate applicants apply through the Graduate Division (See Graduate Degree Admissions Policies). Ongoing contact with education advisors is important, as teacher preparation requirements are subject to change.

Requirements for admission include:

- completion of the appropriate application form
- for graduate students, payment of application fee
- an application essay
- a minimum grade point average of 2.5 on a four-point scale, documented by official transcripts, unless an exception is made by the Faculty Admissions Committee based on a holistic review of the application.
- two letters of recommendation indicating suitability for teaching and potential for success in the Teacher

Preparation Program. For induction candidates, only one letter is required

- interview with an Education department advisor related to professional attitude, goals, and personal qualifications
- a passing score on the California Basic Skills Test (CBEST) or other qualifying CCTC requirement option
- for preliminary credential candidates, verification of current medical clearance for tuberculosis
- for preliminary credential candidates, confirmation of application for the Certificate of Clearance
- for graduate students, an official score report from at least one subtest of the appropriate CSET examination
- for graduate students, official transcripts from all colleges attended. Must include a Baccalaureate degree from an accredited college or university. Degrees earned outside the United States must be evaluated for equivalency by an agency approved by the California Commission on Teacher Credentialing. The Graduate Division provides a list of approved agencies.
- for students applying to an Induction program, a valid Preliminary teaching credential and verification of employment as a full-time teacher in a setting appropriate to the credential
- For students applying to the Instructional Leadership Program, verification of 2 years of teaching experience
- For interns, passing score report on all requirement CSET exams, Certificate of Clearance, satisfactorily completion of U.S. constitution requirement, offer of employment, and verification of 120 hours of Preservice work as specified by the MSMU Intern Program.
- Candidate Dispositions Statement.

The Education Specialist: Deaf and Hard of Hearing Preliminary Teaching Credential program has a separate set of application requirements. See DHH description section for details.

Applications are accepted three times a year. The application deadlines are published annually by the Graduate Admissions Office. Students may enroll in up to six units as a non-matriculating student prior to program acceptance.

Admission to a teacher preparation program does not guarantee that a credential will be granted. The Admissions Committee reserves the right to dismiss from a teacher preparation program a student who does not meet program standards. Dismissal from a Teacher Preparation Program

takes place for failure to meet program requirements; dismissal, based on evaluation of any of the protocols used for candidate assessment and evaluation (including Candidate Dispositions) may occur at any time during the program.

Preliminary California Elementary Teacher Preparation Program

The Elementary Teacher Preparation Program at Mount Saint Mary's University has been approved by the California Commission on Teacher Credentialing under the 2001 SB 2042 Standards for Professional Preparation. This program prepares teachers to work with students in elementary (typically K-6) classrooms in California schools. Students begin the program with prerequisite courses in foundational areas such as development, culture, and language acquisition. They complete four professional preparation courses that include early fieldwork in exemplary teachers' classrooms in Mount Saint Mary's University associated schools. Students finish the program with supervised teaching and a culminating seminar. Supervised teaching may be completed in the student's own classroom (interns and private school teachers) or in classrooms in Mount Saint Mary's University associated schools (undergraduates and pre-service graduate students). Coursework and fieldwork provide the essential knowledge and skills students need to pass the state-mandated California Teacher Performance Assessment and the Reading Instruction Competence Assessment (RICA). Additional requirements for a teaching credential include passing scores on the Multiple Subjects CSET examinations, the U.S. Constitution requirement (verified by coursework or exam) and a Certificate of Clearance. Upon successful completion of all requirements, students apply for the Preliminary Multiple Subject Teaching Credential. Students are urged to maintain regular contact with their education program advisor as the CCTC credential requirements are subject to change. Graduate students may complete a Master of Science degree in Education in conjunction with the preliminary teacher preparation coursework.

REQUIREMENTS

Prerequisite Coursework (11 or 12 units)

EDU 106	School and Society	2
EDU 151	Typical and Atypical Child and Adolescent Development	1
PSY 113	Learning in Children and Adolescents across Cultures	3
EDU 152	Diversity and Schools	1.5
EDU 107	Teaching English Learners	1.5
EDU 108A	Intro to Exceptional Learners	1.5

EDU 108B	Responsive Teaching for All Learners	1.5
	or	
EDU 206	School and Society	2
EDU 251	Child and Adolescent Development and Learning Across Cultures	3
EDU 252	Diversity and Schools	1.5
EDU 207	Teaching English Learners	1.5
EDU 208A	Intro to Exceptional Learners	1.5
EDU 208B	Responsive Teaching for All Learners	1.5

Preliminary Professional Preparation Coursework (13 units)

EDU 150	Elementary Instruction: Theory and Practice	3
EDU 154	Mathematics and Science: Elementary Curriculum	3
EDU 155	Social Science and the Arts: Elementary Curriculum	3
EDU 156	Language and Literacy: Elementary Curriculum	3
EDU 109A	Instructional Cycle I Seminar	0.5
EDU 109B	Instructional Cycle II Seminar	0.5
	or	
EDU 250	Elementary Instruction: Theory and Practice	3
EDU 254	Mathematics and Science: Elementary Curriculum	3
EDU 255	Social Science and the Arts: Elementary Curriculum	3
EDU 256	Language and Literacy: Elementary Curriculum	3
EDU 209A	Instructional Cycle I Seminar	0.5
EDU 209B	Instructional Cycle II Seminar	0.5

Supervised Teaching (7-12 units)

EDU 116A	Supervised Teaching: Pre-Service Elementary Fieldwork	4
EDU 116B	Supervised Teaching: Pre-Service Elementary Fieldwork	4
EDU 110	Supervised Teaching Culminating Seminar	3
EDU 117	Student Teacher Support	1
	or	

EDU 316A Supervised Teaching: Pre-Service Elementary Fieldwork 4

EDU 316B Supervised Teaching: Pre-Service Elementary Fieldwork 4

EDU 210 Supervised Teaching Culminating Seminar 3

EDU 317 Student Teacher Support 1

* Undergraduate program includes 100 level courses; Graduate program includes 200/300 level courses.

**The Student Teacher Support course is required for undergraduate candidates. Graduate students are eligible to take the course when deemed appropriate by the program advisor.

Preliminary California Secondary Teacher Preparation Program

The Secondary Teacher Preparation Program at Mount Saint Mary's University has been approved by the California Commission on Teacher Credentialing under the 2001 SB 2042 Standards for Professional Preparation. This program prepares teachers to work with students in middle and high school classrooms in California. Students begin the program with prerequisite courses in foundational areas such as development, culture, and language acquisition. In the three professional preparation courses students work with Content Area Coaches who are exemplary classroom teachers. This experience includes fieldwork in the Content Area Coaches' secondary classrooms. Students finish the program with supervised teaching and a culminating seminar. Supervised teaching may be completed in the student's own classroom (intern or private school teachers) or in exemplary teachers' classrooms in Mount Saint Mary's University associated schools (undergraduates and pre-service graduate students). Coursework and fieldwork provide the essential knowledge and skills students need to pass the California Teacher Performance Assessment. Additional requirements for a teaching credential include passing scores on the appropriate CSET examinations, the U.S. Constitution requirement (verified by coursework or exam) and a Certificate of Clearance. Students are urged to maintain regular contact with their program advisor as the CCTC credential requirements are subject to change. Graduate students may complete a Master of Science degree in Education in conjunction with the preliminary teacher preparation coursework.

REQUIREMENTS**Prerequisite Coursework (11 or 12 units)**

EDU 106	School and Society	2
EDU 107	Teaching English Learners	1.5
EDU 108A	Intro to Exceptional Learners	1.5
EDU 108B	Responsive Teaching for All Learners	1.5
EDU 151	Typical and Atypical Child and Adolescent Development	1
PSY 113	Learning in Children and Adolescents across Cultures	3
EDU 152	Diversity and Schools	1.5
	or	
EDU 206	School and Society	2
EDU 207	Teaching English Learners	1.5
EDU 208A	Intro to Exceptional Learners	1.5
EDU 208B	Responsive Teaching for All Learners	1.5
EDU 251	Child and Adolescent Development and Learning Across Cultures	3
EDU 252	Diversity and Schools	1.5

Preliminary Professional Preparation Coursework (13 units)

EDU 166	Principles of Secondary Education and Content Area Modules	4
EDU 167	Principles of Secondary Curriculum And Content Area Modules	4
EDU 168	Content-Based Reading Instruction and Content Area Modules	4
EDU 109A	Instructional Cycle I Seminar	0.5
EDU 109B	Instructional Cycle II Seminar	0.5
	or	
EDU 266	Principles of Secondary Education and Content Area Modules	4
EDU 267	Principles of Secondary Curriculum and Content Area Modules	4
EDU 268	Content-Based Reading Instruction and Content Area Modules	4
EDU 209A	Instructional Cycle I Seminar	0.5
EDU 209B	Instructional Cycle II Seminar	0.5

Supervised Teaching (7-12 units)

EDU 164A	Supervised Teaching: Pre-Service Secondary Fieldwork	4
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EDU 164B	Supervised Teaching: Pre-Service Secondary Fieldwork	4
EDU 110	Supervised Teaching Culminating Seminar	3
EDU 117	Student Teacher Support	1
	or	
EDU 364A	Supervised Teaching: Pre-Service Secondary Fieldwork	4
EDU 364B	Supervised Teaching: Pre-Service Secondary Fieldwork	4
EDU 364C	Supervised Teaching: In-Service Secondary Fieldwork	4
EDU 210	Supervised Teaching Culminating Seminar	3
EDU 317	Student Teacher Support	1

*Undergraduate program includes 100 level courses; Graduate program includes 200/300 level courses.

EDU 117/EDU 317: The Student Teacher Support course is required for undergraduate candidates. Graduate students are eligible to take the course when deemed appropriate by the program advisor.

Preliminary California Education Specialist: Mild/Moderate Disabilities Teacher Preparation Program

The Education Specialist Teacher Preparation Program at Mount Saint Mary's University has been approved by the California Commission on Teacher Credentialing. The program prepares teachers to work with K-12 students with mild/moderate disabilities including students with learning disabilities, mental retardation, serious emotional disturbance, autism, and health impairments. These teachers may be employed in their own classroom, in a resource specialist position, or in an inclusion specialist position serving special education students in general education settings. The Preliminary Education Specialist program is open to graduate students only.

Students begin their preparation in the Preliminary program with general and special education coursework and field experiences and conclude the program with supervised teaching. For the general education requirements, students select an elementary or a secondary emphasis. Courses include fieldwork experiences in general and special education classrooms. The fieldwork requirements may be completed in the student's own classroom (interns) or in exemplary teachers' classrooms in Mount Saint Mary's University associated schools (pre-service graduate students). Additional requirements for a teaching credential include

passing scores on the appropriate CSET examinations and the Reading Instruction Competence Assessment (RICA), the U.S. Constitution requirement (verified by coursework or exam) and a Certificate of Clearance. Students are urged to maintain regular contact with their program advisor as the CCTC credential requirements are subject to change. Students may complete a Master of Science degree in Education in conjunction with the preliminary teacher preparation coursework.

REQUIREMENTS

General Education Coursework (18-19 units)

EDU 251	Child and Adolescent Development and Learning Across Cultures	3
EDU 252	Diversity and Schools	1.5
EDU 207	Teaching English Learners	1.5
EDU 208A	Intro to Exceptional Learners	1.5
EDU 208B	Responsive Teaching for All Learners	1.5
EDU 250	Elementary Instruction: Theory and Practice	3
	or	
EDU 266	Principles of Secondary Education and Content Area Modules	4
EDU 256	Language and Literacy: Elementary Curriculum	3
EDU 254	Mathematics and Science: Elementary Curriculum	3

Education Specialist Coursework (12 units)

EDU 271	Assessment of Students With Special Needs	3
EDU 272	Positive Behavior Supports for Students With Special Needs	3
EDU 278	Program Leadership for Education Specialists	3
EDU 279	Supporting Students With Neurological Disorders	3

Supervised Teaching Requirement (9-15 units)

EDU 210	Supervised Teaching Culminating Seminar	3
EDU 378A	Supervised Teaching: Pre-Service Special Education	4
EDU 378B	Supervised Teaching: Pre-Service Special Education	4
EDU 378C	Supervised Teaching: In-Service Special Education	4
EDU 378D	Supervised Teaching: Intern Special Education	2

Preliminary California Teaching Intern Programs

Preliminary teaching intern program options are available for the Elementary, Secondary and Education Specialist Teacher Preparation Programs. These programs are available for eligible graduate students who are able to secure an intern position in a public school district. Additional program application requirements include passing scores on all required CEST examinations, CTET exam passage or EL authorization via previously earned credential, verification of satisfaction of the U.S. Constitution requirement, a Certificate of Clearance, completion of 120 hours of Preservice work as specified by the MSMU Intern Program, and an offer of employment in a public school classroom appropriate for the credential program. The coursework for the intern programs is identical to the coursework described above for the preliminary credential programs with the addition of intern seminars and classroom supervision to support interns throughout their credential program. Interns may participate in a two- or one-year program. Two-year interns assume teaching responsibilities as soon as they have completed the required pre-service courses that provide them with basic instructional skills and knowledge. One-year interns complete one year of coursework including the required pre-service courses prior to obtaining an intern teaching position.

PRE-SERVICE COURSEWORK

Elementary Program

EDU 250	Elementary Instruction: Theory and Practice	3
EDU 207	Teaching English Learners	1.5
EDU 208A	Intro to Exceptional Learners	1.5
EDU 252	Diversity and Schools	1.5

Secondary Program

EDU 266	Principles of Secondary Education and Content Area Modules	4
EDU 207	Teaching English Learners	1.5
EDU 208A	Intro to Exceptional Learners	1.5
EDU 252	Diversity and Schools	1.5

Education Specialist: Mild/Moderate

EDU 207	Teaching English Learners	1.5
EDU 208A	Intro to Exceptional Learners	1.5
EDU 252	Diversity and Schools	1.5
EDU 250	Elementary Instruction: Theory and Practice	3
	or	
EDU 266	Principles of Secondary Education and Content Area Modules	4

Intern Seminars

Interns must register for the EDU 318 Intern Support Seminar (1 unit), EDU 318EL, and Supervised Teaching as soon as they become qualified to be an intern, regardless of what point in the semester it occurs. Registration in EDU 318, EDU 318EL, and Supervised Teaching must occur for each subsequent semester they are an intern. (A candidate who earns an EL Authorization before becoming an intern does not need to register for EDU 318EL.)

Supervised Teaching

Interns receive support from an on-site support provider and a university supervisor throughout their program. The on-site support provider, an experienced teacher with a teaching credential in the same area sought by the intern, meets regularly with the intern to guide them through the first years of teaching. The university supervisor visits the intern's classroom on a regular basis to support the application of MSMU credential coursework to the intern's practice. Two-year interns register for 2 units of supervised teaching each fall and spring semester for a total of 8 units over the course of their two-year program. One-year interns register for 4 units a semester for a total of 8 units.

Supervised Teaching Policies

The supervised teaching experience in the Teacher Preparation Programs is structured to address candidates' diverse levels of teaching experience. An important part of candidates' initial advisement is the determination of how they will fulfill the supervised teaching requirement based on their previous experience and present situation. Those planning to register for supervised teaching must meet with their advisor at least one semester before the beginning of the semester in which they plan to register for this experience and complete an Application for Supervised Teaching. The application deadlines are May 15 for fall supervised teaching and November 15 for spring supervised teaching. All prerequisites for supervised teaching must be met by these dates to be eligible for supervision.

The Education Department does not accept AP History scores as an equivalent to the U.S. Constitution Exam.

The candidate is supported by a university supervisor and a cooperating teacher (pre-service teachers) or on-site supervisor (private school in-service teachers and interns). University supervisors make regular visits to the candidate's classroom and work closely with the candidate and the cooperating teacher or on-site supervisor.

Prerequisites for Supervised Teaching

1. Official admission to the Teacher Preparation Program (includes passage of the CBEST).

2. Official passing score report on the appropriate CSET examination or completion of the waiver.
3. Successful completion of the appropriate prerequisite and professional preparation coursework with at least a 3.0 GPA.
4. Certificate of Clearance issued by Commission on Teacher Credentialing
5. Verification of current medical clearance for tuberculosis
6. Eligible in-service teachers: Approved Equivalency Petition forms for waiver of 4 units of supervised teaching.

Options to Fulfill Supervised Teaching Requirements

Option I: Supervised Teaching for Pre-Service Candidates

Undergraduate and graduate pre-service candidates are required to complete a full-time supervised teaching experience of 8 units over one semester (see EDU 116A/EDU 116B, EDU 316A/EDU 316B, EDU 164A/EDU 164B, EDU 364A/EDU 364B, or EDU 378A/EDU 378B). Students are placed in Mount Saint Mary's University approved sites with cooperating teachers for two assignments of six-to-seven weeks each. Students do not make their own arrangements for the supervised teaching placement. Students are guided in teaching techniques by the cooperating teacher and the university supervisor through two assignments at varying grade levels and with culturally and linguistically diverse student populations. A seminar course (EDU 110/210) supports the supervised teaching experience.

Option II: Supervised Teaching for Private School Teachers

Option II is available only to private school teachers whose schools are located in Los Angeles County. Students who are full-time, contracted (in-service) teachers may fulfill the supervised teaching component in their own classroom (see EDU 316C, EDU 364C, or EDU 378C). In-service teachers complete 8 units of supervised teaching, 4 units a semester for two semesters. Multiple Subject candidates must be teaching multiple subjects in a self-contained classroom in grades K-8. Single Subject teachers must be teaching in a departmentalized setting in the subject area in which they are pursuing a credential, typically in grades 6-12. Education Specialist teachers must be teaching in a Special Day Class, Full Inclusion Program or Resource Specialist Program for students with mild/moderate disabilities. A seminar course supports the supervised teaching experience (EDU 210).

Teachers who have taught successfully on a full-time, contracted basis (long-term substitutes are not eligible) in the appropriate subject area and level for at least two years prior

to the supervised teaching semester may petition to have four of the required 8 units of supervised teaching waived. Equivalency petitions are available from the education advisor and must be submitted by the supervised teaching application deadline. The equivalency petition must be approved by the department chair prior to enrollment in supervised teaching. For those who waive four units of supervised teaching, the remaining four units may be fulfilled in their own classroom in one semester. If waived, units are not awarded. Teachers must submit documentation that their teaching assignment has been, and continues to be, a full-time, paid teaching position and that the subject matter and level are congruent with the credential sought. For secondary credential candidates, other requirements apply. Candidates should consult their advisor.

State regulations under SB 57 allow private school teachers with three or more years of appropriate experience to waive the entire supervised teaching requirement for the Preliminary Multiple Subject or Single Subject Credential. However, candidates must enroll in the Supervised Teaching Seminar (EDU 210) to complete the required Teacher Performance Assessments (TPA). SB 57 candidates are not recommended by the university for a credential; they apply directly to the state. State guidelines and procedures governing SB 57 are available from the program advisors.

Option III: Supervised Teaching for Public School Interns

Public school interns enroll in supervised teaching to receive support from a university supervisor throughout their program. Two-year interns register for 2 units of supervised teaching (EDU 316D, 364D, 378D) each fall and spring semester for a total of 8 units over the course of their two-year program. One-year interns register for 4 units a semester (EDU 316C, EDU 364C, EDU 378C) for a total of 8 units. Multiple Subject interns must be teaching multiple subjects in a self-contained classroom in grades K-8. Single Subject interns must be teaching in a departmentalized setting in the subject area in which they are pursuing a credential, typically in grades 6 – 12. Education Specialist interns must be teaching in a Special Day Class, Full Inclusion Program or Resource Specialist Program for students with mild/moderate disabilities.

Induction Program

Multiple Subject, Single Subject, and/or Education Specialist Induction

There are several different pathways for completion of the professional requirements for the California Clear Multiple Subject, Single Subject, and/or Education Specialist Credentials. Students should see a program advisor to

determine the most appropriate program for them to pursue. The Education Department has a California Commission on Teacher Credentialing (CCTC) approved Induction program leading to the Multiple Subject, Single Subject, and/or Education Specialist Clear Credential. This program requires a novice teacher to complete 7 semester units at Mount Saint Mary's University over a two year period. Teachers with two years of experience or more, with recommendation by a site administrator, are eligible to apply to complete the 5.5 semester unit accelerated, one-year Early Completer Option. Application requirements include a preliminary California teaching credential, verification of employment as a full-time teacher (Principal Form), and candidate dispositions statement.

The Preliminary and Induction Teacher Preparation Programs meet the standards for and have been approved by the California Commission on Teacher Credentialing (CCTC), leading to a California Preliminary or Clear Teaching Credential. Mount Saint Mary's is in the process of researching program professional licensure standards in other states.

Graduate Level Seminars

EDU 225A	Assessment in Teacher Development	1
EDU 225B	Professional Investigation I	1
EDU 225C	Professional Investigation II	1
EDU 225D	Portfolio Development and Analysis	1
	or	
EDU 226A	Teacher Assessment and Development	2
EDU 226B	Professional Investigation and Reflection	2

Field Mentorship

EDU 325A	Coaching and Field Mentorship: In-Service Induction	1.5
EDU 325B	Coaching and Field Mentorship: In-Service Induction	1.5
	or	
EDU 326A	Coaching and Field Mentorship: In-service Induction	1.5

Preliminary California Education Specialist: Deaf and Hard of Hearing Teacher Preparation Program (DHH)

A Preliminary Education Specialist credential program with Deaf and Hard of Hearing Authorization is also offered through our partnership with the John Tracy Clinic in Los

Angeles. The Deaf and Hard of Hearing credential authorizes services for individuals birth through 22.

THE MSMU/JTC DHH Graduate Program offers a Professional Development School model where graduate students are immersed in the daily services offered to children and families at John Tracy Clinic in Los Angeles. The program is designed for teachers who want to specialize in Auditory-Verbal education, which focuses on listening and spoken language. There are two program of study options: 1) a one-year full time graduate student program at the JTC and MSMU campuses in Los Angeles, and 2) a two-year – Distance Learning: Working Professionals program. The two-year option requires concurrent employment in a Listening and Spoken Language "Center of Excellence" as outlined in the Alexander Graham Bell Association's "Components of a Quality Auditory-Oral Program." The Distance Learning Program requires two summer residencies of four to five weeks each at the John Tracy Clinic in Los Angeles. For additional information, go to www.jtc.org and click on "Professional Education."

Coursework involves 46 units and 16 courses.

Experiences in classroom settings using listening and spoken language,

Practicum experiences in a Reggio Emilia preschool setting,

Participation in Auditory-Verbal therapy and inclusive educational settings,

Hands-on fieldwork with parents and their children with hearing loss (birth to age five) and,

Extensive experience with children who use cochlear implants.

Program Stipulations include:

1. Each course in the program is a pre-requisite or co-requisite to all others. A grade of B or better must be earned in each course to be able to maintain status in the program and to move forward to the next term or course.

A student is able to pass a course with a B-, however, in order to qualify for the masters degree and credential the student must maintain a GPA each semester of at least a B (3.0).

2. If a course is not passed, the student may take the course again when it is offered in the regular school calendar. The program runs in a cohort model, so each course may only be offered once a year. The student may not enroll in any other courses until a grade of B or better has been earned in the course that was failed. The student may take a leave of absence until the next time the course is offered.

3. A course may only be taken twice. If the course is not passed on the second try, the student will not be allowed to continue in the program, and will be academically disqualified.

Admission Requirements

Application Process

1. Application form
2. Application fee
3. Application essay
4. Official transcripts from all colleges attended.
5. Official examination score reports (see below)
6. Two letters of recommendation from academic sources
7. Interview
8. Documentation of negative TB status

Academic Requirements and Prerequisites

1. Bachelor's degree from accredited institution
2. GPA of 3.0 in undergraduate and graduate coursework
3. Fieldwork in educational settings, including with children with hearing loss

Admission Examinations

1. Graduate Record Examination (GRE)
 - Minimum score of 1000 (old GRE)
 - 150 Verbal and 140 Quantitative (new GRE)
 - Required for students without a master's degree
1. PRAXIS exam results (or other credential test for out-of-state candidates)
2. TOEFL for candidates for whom English is a second language
 - 237 Computer
 - 580 Paper
 - 83 Internet

Admission Examinations for Candidates Seeking California Credential

A. Registration for the California Basic Educational Skills Test (CBEST) or CSET: Writing Skills Assessment.

B. Registration for the California Subject Matter Examination for Teachers (CSET): One subtest related to Multiple Subjects.

C. Application for the California Certificate of Clearance

ONSITE REQUIREMENTS

The coursework is described as it would be taught in the one-year California Credential and Master's Program on-site. Each course is either a prerequisite or a co-requisite with each sequentially numbered course.

Summer (8 units)

EDU 233	DHH: Multiple Perspectives	3
EDU 234A	DHH: Auditory-Verbal Foundations	2
EDU 235A	DHH: Early Intervention Theory	3

Fall (18 units)

EDU 234B	DHH: Auditory-Verbal Principles	3
EDU 235B	DHH: Early Intervention Practicum	3
EDU 235C	DHH: Supporting Families	3
EDU 236A	DHH: Audiology - Diagnostics	3
EDU 237A	DHH: Language in Early Childhood	3
EDU 238A	DHH: Early Childhood Curricula	3

Spring (20 units)

EDU 200C	Research Methods	3
EDU 234C	DHH: Auditory-Verbal Practicum	3
EDU 236B	DHH: Audiology-Amplification	3
EDU 237B	DHH: Language in Learners 5-22	3
EDU 238B	DHH: Early Childhood Practicum	2
EDU 239A	DHH: Curricula for Learners 5-22	3
EDU 239B	DHH: Practicum with Learners 5-22	3

DISTANCE REQUIREMENTS

The coursework is described as it would be taught in the two-year California Credential and Master's Program for distance learners. Each course is either a prerequisite or a co-requisite with each sequentially numbered course.

Summer (11 units)

EDU 233	DHH: Multiple Perspectives	3
EDU 234A	DHH: Auditory-Verbal Foundations	2
EDU 235A	DHH: Early Intervention Theory	3
EDU 235B	DHH: Early Intervention Practicum	3

Fall (9 units)

EDU 235C	DHH: Supporting Families	3
EDU 236A	DHH: Audiology - Diagnostics	3
EDU 236B	DHH: Audiology-Amplification	3

Spring (6 units)

EDU 237A	DHH: Language in Early Childhood	3
EDU 234B	DHH: Auditory-Verbal Principles	3

Summer II (8 units)

EDU 238A	DHH: Early Childhood Curricula	3
EDU 238B	DHH: Early Childhood Practicum	2
EDU 234C	DHH: Auditory-Verbal Practicum	3

Fall II (3 units)

EDU 237B	DHH: Language in Learners 5-22	3
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Spring II (9 units)

EDU 200C	Research Methods	3
EDU 239A	DHH: Curricula for Learners 5-22	3
EDU 239BI	DHH: Practicum with Learners 5-22	3

Grading Policies

Grading Policies

All education program courses must be taken on a letter grade basis, except EDU 39, EDU 100, EDU 101, EDU 102, EDU 109/EDU 209A, EDU 109B/EDU 209B, EDU 111/EDU 211, EDU 154L, EDU 156L, the EDU 296 and EDU 297 series, the EDU 225 series, EDU 226A, field mentorship, intern mentorship, and supervised teaching which are Credit/No Credit courses.

Undergraduate students must maintain an overall grade point average of 2.5. Failure to maintain the 2.5 GPA will place a student on probation. Refer to the University probation policy in the Academic Information section.

All students must maintain a GPA of 3.0 in education program courses, including prerequisites. If a student's GPA in education classes drops below 3.0 in any semester, the student is placed on probation for the next semester. If the student does not attain a GPA of a 3.0 in the program, including prerequisites, within two semesters on probation, the student will be disqualified from the program. Students may repeat education courses in which a grade of C- was earned to raise the GPA to 3.0. Recommendation for a teaching credential requires a 3.0 GPA in education program courses with no course grade below C-. The DHH program requires all course grades to be B- or above.

Course credit is not granted for a grade of D or F in an education course. A student may repeat the first course in which a grade of D or F is received. Receiving a second D or F, either in the repeated course or in another course in the program, results in disqualification from the program. For supervised teaching, students will be assigned credit (CR) for the experience if their performance in the Supervised Teaching course is evaluated as B quality or better. If a student's work is evaluated as work of below B quality, no credit (NC) will be awarded. Students receiving a grade of NC may petition to re-register for 4 to 8 units of supervised teaching. For the Clear, students will be assigned credit (CR) if their performance in the seminar is evaluated as B quality or better. If a student's work is evaluated as work of below B quality, no credit (NC) will be awarded. Students receiving a grade of NC may petition to re-register for the seminar in which the no credit (NC) was awarded.

Education Master of Science

Master of Science in Education in Conjunction with a Preliminary Teacher Preparation Program

Programs leading to the degree of Master of Science in Education in conjunction with a preliminary teaching credential are available with the following areas of concentration:

Elementary Education

Secondary Education

Education Specialist: Mild/Moderate Disabilities

Comprehensive Assessment Track

The Comprehensive Assessment Track is designed specifically for candidates concurrently enrolled in a Preliminary Credential/Masters program. This track allows candidates to demonstrate their abilities by reflecting on and making use of all skills learned throughout the Preliminary credential coursework in order to complete a specified set of course embedded Teacher Performance Assessment tasks specific to their concentration. Required courses include: EDU 200A, EDU 296C/EDU 296D, Instructional Cycle Seminars (as required by California State Program).

Candidates who are not able to complete their case study report during the semester in which they enrolled in EDU 296D may be allowed to take an incomplete grade for one semester without extensions if requirements are met. After that they will be required to enroll in a one-unit project continuation course (EDU 297A/EDU 297B/EDU 297C) for the subsequent semesters (excluding the summer session), until the project is complete. Once three project

continuation courses are completed, no other options for completing the Masters degree are available. Satisfactory completion of the comprehensive assessment track requirements for degree completion is indicated by a CR grade in EDU 296D, EDU 297A, EDU 297B, or EDU 297C.

REQUIRED COURSEWORK (30 UNITS)

Required credential program coursework (25)*

EDU 200A	Research Methods for Practitioners	2
EDU 296C	Case Study Inquiry and Report Seminar I	1
EDU 296D	Case Study Inquiry & Report Seminar II	2

Note: Preliminary Credential/Masters candidates can elect to take the EDU 200 (p. 283), EDU 296A (p. 293), and EDU 296B (p. 293) sequence instead of the EDU 200A (p. 284), EDU 296C (p. 293), EDU 296D (p. 293) sequence if they wish to extend their program by one year and complete the Masters Project track in lieu of the Comprehensive Assessment track.

*Mount Saint Mary's University undergraduate students who complete their teaching credentials as a graduate student may receive graduate credit for a **maximum of 9 graduate units** from cross-listed credential courses taken as undergraduates.

Education Specialist: Deaf and Hard of Hearing

A master's degree with an emphasis in deaf and hard of hearing is also offered through our partnership with the John Tracy Clinic in Los Angeles. The master's degree with emphasis in deaf and hard of hearing provides birth to 22 credential preparation. The master's degree is embedded in the deaf and hard of hearing credential program. Candidates use an action research inquiry based model to demonstrate their credential and master's degree competency through two capstone projects.

Education Master of Science, Individually Designed Program in Conjunction with Induction Program

Employed teachers may pursue a Master of Science in Education in conjunction with an Induction program as an Individually Designed Program. Up to six units of graduate credit may be transferred from another institution in place of electives.

REQUIREMENTS

Required Coursework: (30 units)

Required credential program coursework (4)

Electives (20)

EDU 200	Research Methods	3
EDU 296A	Masters Project Proposal	2
EDU 296B	Masters Project	1

Education Master of Science, Instructional Leadership

This advanced masters degree program is designed for credentialed teachers with two or more years of experience who wish to obtain the skills and knowledge that will prepare them to assume leadership roles in curriculum and instruction.

Required Coursework: (30 units)

EDU 240	Curriculum Design and Evaluation	3
EDU 242	Creating Inclusive and Motivating Classroom Environments for All Students	3
EDU 241	Effective Practices for Coaching and Mentoring Teachers	3
EDU 243	Teacher Leadership in Professional Development	3
	Electives	12
EDU 200	Research Methods	3
EDU 296A	Masters Project Proposal	2
EDU 296B	Masters Project	1

Elective Options

Students may take any graduate education courses to fulfill the elective requirements for the degree. They may also petition to transfer up to six units of graduate credit in place of electives. Experienced teachers may complete the Induction course requirements as Instructional Leadership electives.

Application Requirements

The same application requirements for a Teacher Preparation Program apply to the Master of Science in Education in conjunction with a Preliminary or Clear Teaching Credential. For the Instructional Leadership Program, candidates must also have two years of teaching experience, and be employed in an educational setting. Candidates apply through the Graduate Division. See Graduate Degree Admission Policies in the Academic Information section, for graduate application requirements.

Masters Project Track

The Masters Project is a classroom-based project designed to improve the candidate's teaching practice through the implementation of research-based practice. Qualitative and quantitative research methodologies are acceptable. An emphasis is placed on reflective, evidence-based practice. The project must be grounded in current research in education.

Required courses include: EDU 200 and EDU 296A/EDU 296B.

All Instructional Leadership and Individual Designed Masters candidates complete the masters project. Preliminary credential candidates in the concurrent credential/masters program may choose to complete the masters project in lieu of completing the Comprehensive Track requirements.

Candidates are required to prepare and obtain approval of the masters project proposal before enrolling in EDU 296B, Masters Project Seminar. In order to remain registered for EDU 296B, students must receive credit (CR) for EDU 296A. Candidates who have completed the first three chapters of their project, collected and analyzed their data and presented their project findings at the Masters Sharing event will be permitted to walk in the graduation ceremony, but they will not receive their degree until all requirements, including the approval of the final project, have been met. Candidates who are not able to complete their project during the semester in which they enrolled in EDU 296B may be allowed to take an incomplete grade for one semester without extensions if requirements are met. After that they will be required to enroll in a one-unit project continuation course (EDU 297A/EDU 297B/EDU 297C) for the subsequent semesters (excluding the summer session), until the project is complete. Once three project continuation courses are completed, no other options for completing the Masters degree are available. Satisfactory completion of the masters project requirements for degree completion is indicated by a CR grade in EDU 296B, EDU 297A, EDU 297B, or EDU 297C.

Instructional Leadership Certificate

This program is designed for credentialed teachers with two or more years of experience who already hold a masters degree and wish to obtain the skills and knowledge that will prepare them to assume leadership roles in curriculum and instruction.

Required Coursework (15 Units)

EDU 240	Curriculum Design and Evaluation	3
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EDU 242	Creating Inclusive and Motivating Classroom Environments for All Students	3
EDU 241	Effective Practices for Coaching and Mentoring Teachers	3
EDU 243	Teacher Leadership in Professional Development	3
	Electives (3)	

Inclusive and Responsive Teaching Certificate (CIRT)

Candidates accepted into a Preliminary Elementary or Secondary Teacher Preparation Program prior to Spring 2017 may elect to earn a Certificate in Inclusive and Responsive Teaching (CIRT) concurrent with their credential program. This 12-unit certificate program, fully embedded within the preliminary teaching credential coursework, focuses on training teachers to provide an inclusive and responsive classroom environment for all learners, especially those with the most common disabilities found in schools. Instructional Leadership and Individually Designed Program candidates may elect to complete the CIRT by taking 12 units of eligible coursework.

UNITS CONTRIBUTING TOWARD THE CIRT INCLUDE

UNDERGRADUATE LEVEL		
EDU 108A	Intro to Exceptional Learners	1.5
EDU 108B	Responsive Teaching for All Learners	1.5
EDU 151	Typical and Atypical Child and Adolescent Development	1
PSY 113	Learning in Children and Adolescents across Cultures	3
EDU 110	Supervised Teaching Culminating Seminar	3
EDU 156	Language and Literacy: Elementary Curriculum	3
	or	
EDU 168	Content-Based Reading Instruction and Content Area Modules	4
GRADUATE LEVEL		
EDU 208A	Intro to Exceptional Learners	1.5
EDU 208B	Responsive Teaching for All Learners	1.5
EDU 251	Child and Adolescent Development and Learning Across Cultures	3
EDU 210	Supervised Teaching Culminating Seminar	3

EDU 256	Language and Literacy: Elementary Curriculum	3
EDU 268	Content-Based Reading Instruction and Content Area Modules	4
EDU 242	Creating Inclusive and Motivating Classroom Environments for All Students	3
EDU 270B	Special Populations: Supporting Educational Equity and Access	2
EDU 272	Positive Behavior Supports for Students With Special Needs	3
EDU 278	Program Leadership for Education Specialists	3
EDU 279	Supporting Students With Neurological Disorders	3

Undergraduate students in the preliminary preparation program complete EDU 151 (1) + PSY 113 (3) instead of EDU 251. The equivalencies are recognized within the Education Department.

English

The English major explores the way people communicate and how they reflect on their existence. It gives sustained training in critical thinking and writing, creative self-expression, and the perceptive reading of literature. Working from a foundation in theory and criticism of literature, students select courses in writing and literature, and may design their own independent study and directed reading courses in areas of special interest. Because English majors get extensive experience in analyzing, solving problems, researching, organizing, studying human behavior, and above all writing and speaking with clarity and self-confidence, they have the background for a wide variety of careers. These include law, business management, journalism, public relations, teaching, public administration, and many areas of writing. Internships in the field of the student's career interest are highly recommended. Students are encouraged to combine their English major with a second major or minor, in order to combine the liberal arts emphasis with a professional preparation. English and Business offer a combined major (see below). Students interested in law are encouraged to select a second major in American Studies, Philosophy, or Political Science, and to complete the Pre-Law Minor. Other desirable minor programs include Business and the sequence of core courses in Public Administration (POL 185, POL 186, and POL 187).

English B.A. Degree

REQUIRED COURSES

Preparation for English Major:

ENG 1A	Freshman English	3
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	and	
ENG 1B	Freshman English	3
	or	
ENG 5H	Freshman Honors English	3
HIS 1A	Western Civilization	3
HIS 1B	Western Civilization	3

English Major Requirements

42 units in English, at least 36 of which are upper division

One of the following

ENG 105	Advanced Composition	3
ENG 106	Introduction to Creative Writing	3
ENG 107	Professional Writing	3
ENG 109	Writing: Voice and View	3
ENG 192	Special Studies	1-3

Two sequential upper-division courses in American Literature

ENG 145	American Literature: Beginnings to 1914	3
ENG 146	American Literature: 1914 to Present	3

Two courses in English literature before 1700

ENG 143	English Literature: Beowulf to 1500	3
	or	
ENG 172	Chaucer	3
	and	
ENG 144	English Literature: 1500 to 1700	3

Two courses in English literature after 1700

ENG 147	English Literature: 1700 to 1900	3
	and	
ENG 148	Twentieth Century English and European Literature	3
	or	
ENG 156H	The Modern Temper	3

One genre course

ENG 161	Study of the Novel	3
ENG 162	Study of Poetry	3
ENG 163	Study of Drama	3

One course in World Literature

ENG 18	Great Works in World Literature	3
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ENG 28	Contemporary Issues in World Literature	3
ENG 131	Russian Literature	3
ENG 118	Great Works in World Literature	3
ENG 128	Contemporary Issues in World Literature	3

One Shakespeare course

ENG 73	Shakespeare	3
ENG 173	Shakespeare	3

Theory and Criticism

ENG 181	Theory and Criticism	3
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English Seminar

ENG 195	English Seminar	3
	Six units chosen from English offerings	6

Strongly Recommended but not Required

ENG 170	Western Literary Heritage	3
	or	
ENG 70	Western Literary Heritage	3

Subtotal: 42

Any English course completed with a grade of D or below is not acceptable toward a major in English.

Plus General Education requirements (p. 55) and electives totaling 124 semester units, including the Language requirement.

*ENG 195 fulfills the capstone requirement for English.

At least 15 upper division units must be completed in the MSMU English Program.

English B.A. Degree with Creative Writing Emphasis

If the following courses are taken during the course of the regular B.A. in English, the student may graduate with an English Major, Creative Writing Emphasis (12 units).

REQUIRED COURSES

A maximum of three courses (9 units) may be double counted with the regular English Major requirements: the two English Elective Requirements (6 units) and the Advanced Writing Requirement (3 units).

One period course (3 units) may be omitted from the regular English Major Requirements:

ENG 143	English Literature: Beowulf to 1500	3
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ENG 144	English Literature: 1500 to 1700	3	ENG 195	English Seminar	3
ENG 145	American Literature: Beginnings to 1914	3	ENG 73	Shakespeare	3
ENG 146	American Literature: 1914 to Present	3		or	
ENG 147	English Literature: 1700 to 1900	3	ENG 173	Shakespeare	3
ENG 148	Twentieth Century English and European Literature	3			

Subtotal: 3.0

Three of the following Creative Writing Workshops (9 units):

ENG 150	Fiction Workshop	3	ENG 107	Professional Writing	3
ENG 151	Poetry Workshop	3			
ENG 152	Creative Non-Fiction Workshop	3	ENG 143	English Literature: Beowulf to 1500	3
ENG 153	Writing for Stage and Screen	3		or	

Subtotal: 9.0

Total units for the English Major, Creative Writing Emphasis [including the double counted units (9) and the one omitted course (3)]: 42 units.

9 of the 12 units for the English Major, Creative Writing Emphasis must be upper division.

ENG 105	Advanced Composition	3
	or	
ENG 107	Professional Writing	3
ENG 143	English Literature: Beowulf to 1500	3
	or	
ENG 144	English Literature: 1500 to 1700	3
ENG 145	American Literature: Beginnings to 1914	3
	or	
ENG 146	American Literature: 1914 to Present	3
ENG 147	English Literature: 1700 to 1900	3
	or	
ENG 148	Twentieth Century English and European Literature	3

English and Business Administration B.A. Degree

A cooperative program offered through the Departments of English and Business Administration

COURSES REQUIRED FOR A B.A. DEGREE IN ENGLISH AND BUSINESS ADMINISTRATION

English Preparation:

ENG 1A	Freshman English	3	ENG 161	Study of the Novel	3
	and			or	
ENG 1B	Freshman English	3	ENG 162	Study of Poetry	3
	or			or	
ENG 5H	Freshman Honors English	3	ENG 163	Study of Drama	3
HIS 1A	Western Civilization	3			
HIS 1B	Western Civilization	3			
30 additional units in English, at least 24 of which are upper division, including:			In addition 6 units of English Electives		
ENG 181	Theory and Criticism	3	Recommended:		
			One course in American Literature		
			Business Administration Preparation		
			Lower Division Core Requirements:		
			BUS 4	Business Foundations and Analysis	3
			BUS 5	Business Law I	3
			BUS 15A	Accounting Principles I	3

BUS 15B	Accounting Principles II	3
BUS 18	Professional Development and Presentations	3
BUS 21	The Essentials of Business Writing and Presentation	3
ECO 1	Microeconomics	3
MTH 28	Mathematical Analysis for Business	3
MTH 38	Elements of Probability and Statistics	3

Subtotal: 24

*ECO 2 Macroeconomics is required as part of the lower division LACE General Education Central Core requirements.

Upper Division Core Requirements:

BUS 122	Management Communications	3
	or	
BUS 183	Management Seminar	3
	or	
BUS 106	Business Law II	3
BUS 130	Principles of Finance	3
BUS 131	Managerial Accounting	3
BUS 160	Principles of Marketing	3
BUS 177	Management Information Systems	3
BUS 185	Principles of Management	3
BUS 190	Business Administration Internship	3.0-6.0
BUS 191	Senior Seminar	3
BUS 192	Business Policy and Strategy	3
PHI 192	Business Ethics	3

Subtotal: 30**Strongly Recommended:**

PSY 1	Introduction to Psychology	3
SOC 1	Introduction to Sociology	3
PHI 5	Introduction to Logic	3

Plus General Education requirements (p. 55) and electives totaling 124 semester units, including the Language requirement.

*BUS 192 fulfills the capstone requirement for Business.

BUS 192 must be taken at Mount Saint Mary's University.

*ENG 195 fulfills the capstone requirement for English.

*Weekend College students are required to complete BUS 184 Organizational Behavior in lieu of BUS 190 Business Administration Internship and BUS 18 and BUS 4 are not required.

At least 12 upper division units must be completed in the MSMU English Program.

For students transferring in business courses upon admission to Mount Saint Mary's University, at least 21 units of the upper division business courses must be completed at Mount Saint Mary's University.

Once enrolled at Mount Saint Mary's University, all upper division business courses must be completed at the University.

English Minor

REQUIRED COURSES

Satisfactory completion of ENG 1A and ENG 1B or equivalent. Twelve additional required units and six additional elective units in English, totaling eighteen units (twelve of the eighteen must be upper division).

Required courses for the English Minor (12 units)

One from each of the following four groups

ENG 145	American Literature: Beginnings to 1914	3
	or	
ENG 146	American Literature: 1914 to Present	3
ENG 144	English Literature: 1500 to 1700	3
	or	
ENG 73	Shakespeare	3
	or	
ENG 173	Shakespeare	3
ENG 147	English Literature: 1700 to 1900	3
	or	
ENG 148	Twentieth Century English and European Literature	3

ENG 105	Advanced Composition	3
	or	

ENG 107	Professional Writing	3
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Elective courses for the English Minor (6 units): six units from current English offerings, lower or upper division.

Any course completed with a D or below is not acceptable toward a minor in English.

Creative Writing Minor

The following 18 units of Creative Writing and Literature courses constitute a Creative Writing Minor.

REQUIRED COURSES (18 UNITS)

Preparation

ENG 106	Introduction to Creative Writing	3
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Subtotal: 3.0

Three of the following Writing Workshops (9 units):

ENG 150	Fiction Workshop	3
ENG 151	Poetry Workshop	3
ENG 152	Creative Non-Fiction Workshop	3
ENG 153	Writing for Stage and Screen	3

Subtotal: 9.0

Two of the following Literature Courses (6 units):

ENG 161	Study of the Novel	3
ENG 162	Study of Poetry	3
ENG 163	Study of Drama	3
ENG 173	Shakespeare	3
	or	
ENG 73	Shakespeare	3

Subtotal: 6.0

Any course completed with a D or below is not acceptable toward a minor in Creative Writing.

15 of the 18 units for the Creative Writing Minor must be upper division.

Subtotal: 18.0

Ethnic Studies

Department Affiliation: Sociology

Ethnic Studies is the interdisciplinary study of the historical, political and lived experiences of racialized peoples of the Americas that include: African Americans, Asian Americans, Pacific Islanders, Chicana/os, Latina/os, Native Americans, and other racialized communities. The minor encourages engagement in academic interdisciplinary research of various communities of color and the issues that impact their social development and power dynamics and will encourage a philosophy of advocacy and transformative thinking. Students will examine the domestic and global experiences of oppressed communities and provide comparative analysis in preparation to live and work as a citizen of a globalized and ever changing society.

Ethnic Studies Minor

Complete 6 courses from the list below

SOC 141	Intro to Ethnic Studies a Critical Theory	3
SOC 193	Chicana/o and Latina/o Identity in Southern California	3
SOC 143	Asian Identity in the U.S.	3
SOC 144	African American and Black Identity in the U.S.	3
FLM 125	Media Anthropology	3
SOC 144	African American and Black Identity in the U.S.	3
SOC 161	Dynamics of Majority-Minority Relations	3
SOC 160	Diversity in Society	3
SOC 179	Commodifying Bodies: Human Trafficking Across the Globe	3
SOC 162	Human Rights	3
SOC 180	Social Stratification and Social Justice	3
SOC 185	Human Rights and Global Development	3
SOC 165	Historical and Contemporary Social Thought	3
SOC 182	Demography	3
SOC 186	Immigration and Human Rights	3
SOC 167	U.S. Women of Color	3
ART 173	Multiculturalism: A History of Visual Culture in America	3
ART 178	The Arts and Myths of Mesoamerica	3
ENG 129	Ethnic Literatures of America	3

ENG 165	Novels of the Americas: Latino Voices	3
PHI 162	Philosophy and Native Cultures	3
FLM 168	Race, Sex & Hollywood	3
CRI 123	Crime and Minorities	3
HIS 185C	Race and Racism in American Life and Thought	3
POL 148	Refugees and International Migration	3
PSY 144	Psychology of Prejudice	3

Subtotal: 18

Film, Television & Photography

Master of Fine Arts, Film, Television & Photography

Based in Hollywood at the legendary Sunset Gower Studios, the Master of Fine Arts in Film, Television & Photography at Mount Saint Mary's University provides students with all of the essential skills to create and produce professional media, and build a body of work that demonstrates their abilities in each aspect of the creative and technical process. With an emphasis on small class sizes and intensive one-on-one instruction and mentoring, every student receives a personalized, hands-on education from high-level professionals in the industry.

Mount Saint Mary's University is regionally accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges.

Admission Requirements

- Completion of a Baccalaureate degree, preferably in the area of film, media, photography, communication, journalism or other related field of study.
- A cumulative grade point average of 3.0 on a 4.0 scale.
- Complete Application
- Application Essay
- Transcript from each college attended, submitted to the Office of Graduate Admissions.
- Two letters of recommendation.
- Portfolio of creative work.

DEGREE REQUIREMENTS

The Master of Fine Arts in Film, Television & Photography is a terminal degree program comprised of:

1. Foundations (15 units)
2. Concentration (12 units)
3. Electives (12 units)
4. Thesis and Capstone (13 units)

Foundations (15 Units)

To be taken in the first year and prior to beginning any Thesis work.

FLM 205	Introduction to Digital Video Production	3
FLM 210A	Cinema Production 1	3
FLM 210B	Cinema Production 2	3
FLM 221A	Post-Production Audio 1	3
FLM 230A	Editing 1: AVID 101	3

Concentration (12 Units)

Students select specialized program courses from the following concentrations **(12 Units)**:

- Screenwriting
- Directing
- Producing
- Documentary
- Cinematography
- Photography
- Editing
- Music and Sound Design
- Visual Effects

- Acting

Electives (12 Units)

Students are required to take **12 Units** of Electives which can include: a second Concentration, Internships, Independent Projects, Media Studies, or any other graduate film courses from the catalog. Permission is needed to take courses outside the Graduate Film, Television & Photography program.

Thesis and Capstone (13 Units)

Students must first complete all Foundation courses prior to beginning Thesis work (**13 Units**).

FLM 299A	Thesis 1	4
FLM 299B	Thesis 2	4
FLM 299C	Thesis 3	4
FLM 298	Capstone & Professional Readiness	1

Total Credit Hours: 52

Film, Television & Photography Concentrations

SCREENWRITING (12 UNITS)**Required Courses**

FLM 200A	Screenwriting 1	3
FLM 200B	Screenwriting 2	3
FLM 293A	Production Workshop A: Writing	3

Elective Courses

Complete 3 units from the following

FLM 203	Documentary Storytelling	3
FLM 208	Live Event Production	3
FLM 214A	Documentary Filmmaking 1	3
FLM 214B	Documentary Filmmaking 2	3
FLM 215A	Documentary Production Workshop A	3
FLM 215B	Documentary Production Workshop B	3
FLM 219	S.T. in Cinematography	1.0-3.0

FLM 225	Audio Storytelling	3
FLM 240A	Producing 1	3
FLM 240B	Producing 2	3
FLM 241	Film Marketing	3
FLM 249	Special Topics in Producing	1.0-3.0
FLM 259	Special Topics in Film Studies	3
FLM 290A	Directing 1	3
FLM 290B	Directing 2	3
FLM 295	Special Topics in Directing	3
FLM 292	Independent Project	1-3
FLM 293B	Production Workshop B: On-Set Production	3
FLM 293C	Production Workshop C: Post-Production	3

DIRECTING (12 UNITS)**Required Courses**

FLM 290A	Directing 1	3
FLM 290B	Directing 2	3
FLM 293B	Production Workshop B: On-Set Production	3

Elective Courses

Complete 3 units from the following

FLM 200A	Screenwriting 1	3
FLM 200B	Screenwriting 2	3
FLM 201	Writing for Television	3
FLM 203	Documentary Storytelling	3
FLM 208	Live Event Production	3
FLM 211A	Cinematography 1	3
FLM 211B	Cinematography 2	3
FLM 214A	Documentary Filmmaking 1	3
FLM 214B	Documentary Filmmaking 2	3
FLM 215A	Documentary Production Workshop A	3
FLM 215B	Documentary Production Workshop B	3
FLM 219	S.T. in Cinematography	1.0-3.0
FLM 225	Audio Storytelling	3
FLM 240A	Producing 1	3
FLM 240B	Producing 2	3

FLM 241	Film Marketing	3
FLM 249	Special Topics in Producing	1.0-3.0
FLM 259	Special Topics in Film Studies	3
FLM 260A	Acting 1	3
FLM 260B	Acting 2	3
FLM 262	Acting for Stage & Motion Capture	3
FLM 269	Special Topics in Acting	3
FLM 295	Special Topics in Directing	3
FLM 292	Independent Project	1-3
FLM 293A	Production Workshop A: Writing	3
FLM 293C	Production Workshop C: Post-Production	3

PRODUCING (12 UNITS)

Required Courses

FLM 240A	Producing 1	3
FLM 240B	Producing 2	3
FLM 293B	Production Workshop B: On-Set Production	3

Elective Courses

Complete 3 units from the following

FLM 200A	Screenwriting 1	3
FLM 200B	Screenwriting 2	3
FLM 201	Writing for Television	3
FLM 203	Documentary Storytelling	3
FLM 208	Live Event Production	3
FLM 211A	Cinematography 1	3
FLM 211B	Cinematography 2	3
FLM 214A	Documentary Filmmaking 1	3
FLM 214B	Documentary Filmmaking 2	3
FLM 215A	Documentary Production Workshop A	3
FLM 215B	Documentary Production Workshop B	3
FLM 219	S.T. in Cinematography	1.0-3.0
FLM 225	Audio Storytelling	3
FLM 240A	Producing 1	3
FLM 240B	Producing 2	3
FLM 243	Industry & Entertainment Seminar	3

FLM 249	Special Topics in Producing	1.0-3.0
FLM 259	Special Topics in Film Studies	3
FLM 291	Production Design	3
FLM 295	Special Topics in Directing	3
FLM 292	Independent Project	1-3
FLM 293A	Production Workshop A: Writing	3
FLM 293C	Production Workshop C: Post-Production	3

DOCUMENTARY (12 UNITS)

Required Courses

FLM 203	Documentary Storytelling	3
FLM 214A	Documentary Filmmaking 1	3
FLM 215A	Documentary Production Workshop A	3

Elective Courses

Complete 3 units from the following

FLM 208	Live Event Production	3
FLM 211A	Cinematography 1	3
FLM 211B	Cinematography 2	3
FLM 214B	Documentary Filmmaking 2	3
FLM 215B	Documentary Production Workshop B	3
FLM 218	New Media	3
FLM 219	S.T. in Cinematography	1.0-3.0
FLM 225	Audio Storytelling	3
FLM 240A	Producing 1	3
FLM 240B	Producing 2	3
FLM 243	Industry & Entertainment Seminar	3
FLM 249	Special Topics in Producing	1.0-3.0
FLM 256A	Photography: Studio 1	3
FLM 256B	Photography: Studio 2	3
FLM 259	Special Topics in Film Studies	3
FLM 281	Masters of Light	3
FLM 282	Imaging Time	3
FLM 283	Advanced Portrait Techniques	3
FLM 284	Optics & Fine Art	3

FLM 285A	Food and Beverage Photography	3
FLM 285B	Advanced Tabletop Photography	3
FLM 285C	Automotive Photography	3
FLM 285D	Advanced Advertising Photography	3
FLM 285E	Fashion Photography	3
FLM 285F	Sports Photography	3
FLM 285G	Architectural Photography	3
FLM 285H	Personality Photography	3
FLM 285I	Wedding Photography	3
FLM 294	Special Topics in Photography	1-3
FLM 291	Production Design	3
FLM 295	Special Topics in Directing	3
FLM 292	Independent Project	1-3
FLM 293A	Production Workshop A: Writing	3
FLM 293B	Production Workshop B: On-Set Production	3
FLM 293C	Production Workshop C: Post-Production	3

CINEMATOGRAPHY (12 UNITS)

Required Courses

FLM 211A	Cinematography 1	3
FLM 211B	Cinematography 2	3
FLM 293B	Production Workshop B: On-Set Production	3

Elective Courses

Complete 3 units from the following

FLM 212	The Art of Lighting	3
FLM 214A	Documentary Filmmaking 1	3
FLM 214B	Documentary Filmmaking 2	3
FLM 215A	Documentary Production Workshop A	3
FLM 215B	Documentary Production Workshop B	3
FLM 219	S.T. in Cinematography	1.0-3.0
FLM 256A	Photography: Studio 1	3
FLM 256B	Photography: Studio 2	3
FLM 281	Masters of Light	3
FLM 282	Imaging Time	3
FLM 283	Advanced Portrait Techniques	3

FLM 284	Optics & Fine Art	3
FLM 285A	Food and Beverage Photography	3
FLM 285B	Advanced Tabletop Photography	3
FLM 285C	Automotive Photography	3
FLM 285D	Advanced Advertising Photography	3
FLM 285E	Fashion Photography	3
FLM 285F	Sports Photography	3
FLM 285G	Architectural Photography	3
FLM 285H	Personality Photography	3
FLM 285I	Wedding Photography	3
FLM 292	Independent Project	1-3
FLM 293A	Production Workshop A: Writing	3
FLM 293C	Production Workshop C: Post-Production	3
FLM 294	Special Topics in Photography	1-3

PHOTOGRAPHY (12 UNITS)

Required Courses

FLM 256A	Photography: Studio 1	3
FLM 256B	Photography: Studio 2	3

Elective Courses

Complete 6 units from the following

FLM 211A	Cinematography 1	3
FLM 211B	Cinematography 2	3
FLM 212	The Art of Lighting	3
FLM 214A	Documentary Filmmaking 1	3
FLM 214B	Documentary Filmmaking 2	3
FLM 215A	Documentary Production Workshop A	3
FLM 215B	Documentary Production Workshop B	3
FLM 219	S.T. in Cinematography	1.0-3.0
FLM 281	Masters of Light	3
FLM 282	Imaging Time	3
FLM 283	Advanced Portrait Techniques	3
FLM 284	Optics & Fine Art	3
FLM 285A	Food and Beverage Photography	3
FLM 285B	Advanced Tabletop Photography	3

FLM 285C	Automotive Photography	3
FLM 285D	Advanced Advertising Photography	3
FLM 285E	Fashion Photography	3
FLM 285F	Sports Photography	3
FLM 285G	Architectural Photography	3
FLM 285H	Personality Photography	3
FLM 285I	Wedding Photography	3
FLM 292	Independent Project	1-3
FLM 293A	Production Workshop A: Writing	3
FLM 293B	Production Workshop B: On-Set Production	3
FLM 293C	Production Workshop C: Post-Production	3
FLM 294	Special Topics in Photography	1-3

EDITING (12 UNITS)

Required Courses

FLM 230B	Editing 2: AVID 110	3
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Elective Courses

Complete 9 units from the following

FLM 200A	Screenwriting 1	3
FLM 200B	Screenwriting 2	3
FLM 211A	Cinematography 1	3
FLM 211B	Cinematography 2	3
FLM 214A	Documentary Filmmaking 1	3
FLM 214B	Documentary Filmmaking 2	3
FLM 215A	Documentary Production Workshop A	3
FLM 215B	Documentary Production Workshop B	3
FLM 218	New Media	3
FLM 219	S.T. in Cinematography	1.0-3.0
FLM 221B	Post-Production Audio 2	3
FLM 222A	Music for Visual Media 1	3
FLM 222B	Music for Visual Media 2	3
FLM 225	Audio Storytelling	3
FLM 229	Special Topics in Audio	1.0-3.0
FLM 232	Color Correction	3
FLM 233	Editing in Different Genres	3

FLM 238A	Audio Production & Recording Principles 1	3
FLM 238B	Audio Production & Recording Principles 2	3
FLM 239	Special Topics in Editing	3
FLM 240A	Producing 1	3
FLM 240B	Producing 2	3
FLM 243	Industry & Entertainment Seminar	3
FLM 249	Special Topics in Producing	1.0-3.0
FLM 256A	Photography: Studio 1	3
FLM 256B	Photography: Studio 2	3
FLM 259	Special Topics in Film Studies	3
FLM 273A	Visual Effects 1	3
FLM 273B	Visual Effects 2	3
FLM 281	Masters of Light	3
FLM 282	Imaging Time	3
FLM 283	Advanced Portrait Techniques	3
FLM 284	Optics & Fine Art	3
FLM 285A	Food and Beverage Photography	3
FLM 285B	Advanced Tabletop Photography	3
FLM 285C	Automotive Photography	3
FLM 285D	Advanced Advertising Photography	3
FLM 285E	Fashion Photography	3
FLM 285F	Sports Photography	3
FLM 285G	Architectural Photography	3
FLM 285H	Personality Photography	3
FLM 285I	Wedding Photography	3
FLM 294	Special Topics in Photography	1-3
FLM 291	Production Design	3
FLM 295	Special Topics in Directing	3
FLM 292	Independent Project	1-3
FLM 293A	Production Workshop A: Writing	3
FLM 293B	Production Workshop B: On-Set Production	3
FLM 293C	Production Workshop C: Post-Production	3

MUSIC AND SOUND DESIGN (12 UNITS)**Required Courses**

FLM 222A	Music for Visual Media 1	3
FLM 293C	Production Workshop C: Post-Production	3

Elective Courses

Complete 6 units from the following

FLM 200A	Screenwriting 1	3
FLM 200B	Screenwriting 2	3
FLM 211A	Cinematography 1	3
FLM 211B	Cinematography 2	3
FLM 214A	Documentary Filmmaking 1	3
FLM 214B	Documentary Filmmaking 2	3
FLM 215A	Documentary Production Workshop A	3
FLM 215B	Documentary Production Workshop B	3
FLM 218	New Media	3
FLM 219	S.T. in Cinematography	1.0-3.0
FLM 221B	Post-Production Audio 2	3
FLM 222A	Music for Visual Media 1	3
FLM 222B	Music for Visual Media 2	3
FLM 225	Audio Storytelling	3
FLM 229	Special Topics in Audio	1.0-3.0
FLM 230B	Editing 2: AVID 110	3
FLM 232	Color Correction	3
FLM 233	Editing in Different Genres	3
FLM 238A	Audio Production & Recording Principles 1	3
FLM 238B	Audio Production & Recording Principles 2	3
FLM 239	Special Topics in Editing	3
FLM 240A	Producing 1	3
FLM 240B	Producing 2	3
FLM 243	Industry & Entertainment Seminar	3
FLM 249	Special Topics in Producing	1.0-3.0
FLM 256A	Photography: Studio 1	3
FLM 256B	Photography: Studio 2	3
FLM 259	Special Topics in Film Studies	3

FLM 273A	Visual Effects 1	3
FLM 273B	Visual Effects 2	3
FLM 292	Independent Project	1-3
FLM 293A	Production Workshop A: Writing	3
FLM 293B	Production Workshop B: On-Set Production	3

VISUAL EFFECTS (12 UNITS)**Required Courses**

FLM 273A	Visual Effects 1	3
FLM 273B	Visual Effects 2	3
FLM 293C	Production Workshop C: Post-Production	3

Elective Courses

Complete 3 units from the following

FLM 200A	Screenwriting 1	3
FLM 200B	Screenwriting 2	3
FLM 211A	Cinematography 1	3
FLM 211B	Cinematography 2	3
FLM 214A	Documentary Filmmaking 1	3
FLM 214B	Documentary Filmmaking 2	3
FLM 215A	Documentary Production Workshop A	3
FLM 215B	Documentary Production Workshop B	3
FLM 218	New Media	3
FLM 219	S.T. in Cinematography	1.0-3.0
FLM 221B	Post-Production Audio 2	3
FLM 222A	Music for Visual Media 1	3
FLM 222B	Music for Visual Media 2	3
FLM 225	Audio Storytelling	3
FLM 229	Special Topics in Audio	1.0-3.0
FLM 230B	Editing 2: AVID 110	3
FLM 232	Color Correction	3
FLM 233	Editing in Different Genres	3
FLM 238A	Audio Production & Recording Principles 1	3
FLM 238B	Audio Production & Recording Principles 2	3
FLM 239	Special Topics in Editing	3
FLM 240A	Producing 1	3

FLM 240B	Producing 2	3
FLM 243	Industry & Entertainment Seminar	3
FLM 249	Special Topics in Producing	1.0-3.0
FLM 256A	Photography: Studio 1	3
FLM 256B	Photography: Studio 2	3
FLM 259	Special Topics in Film Studies	3
FLM 270	After Effects	3
FLM 275	Advanced Retouching	3
FLM 284	Optics & Fine Art	3
FLM 292	Independent Project	1-3
FLM 293A	Production Workshop A: Writing	3
FLM 293B	Production Workshop B: On-Set Production	3
FLM 294	Special Topics in Photography	1-3

ACTING (12 UNITS)

Required Courses

FLM 260A	Acting 1	3
FLM 260B	Acting 2	3

Elective Courses

Complete 6 units from the following

FLM 200A	Screenwriting 1	3
FLM 200B	Screenwriting 2	3
FLM 201	Writing for Television	3
FLM 203	Documentary Storytelling	3
FLM 208	Live Event Production	3
FLM 211A	Cinematography 1	3
FLM 211B	Cinematography 2	3
FLM 214A	Documentary Filmmaking 1	3
FLM 214B	Documentary Filmmaking 2	3
FLM 215A	Documentary Production Workshop A	3
FLM 215B	Documentary Production Workshop B	3
FLM 219	S.T. in Cinematography	1.0-3.0
FLM 222A	Music for Visual Media 1	3
FLM 222B	Music for Visual Media 2	3
FLM 225	Audio Storytelling	3

FLM 240A	Producing 1	3
FLM 240B	Producing 2	3
FLM 241	Film Marketing	3
FLM 249	Special Topics in Producing	1.0-3.0
FLM 259	Special Topics in Film Studies	3
FLM 262	Acting for Stage & Motion Capture	3
FLM 269	Special Topics in Acting	3
FLM 295	Special Topics in Directing	3
FLM 292	Independent Project	1-3
FLM 293A	Production Workshop A: Writing	3
FLM 293B	Production Workshop B: On-Set Production	3
FLM 293C	Production Workshop C: Post-Production	3

Media Studies Courses

MEDIA STUDIES COURSES

May be taken in fulfillment of Elective requirements

FLM 250	History of Film	3
FLM 251	History of Animation	3
FLM 252A	Genre Studies: Noir	3
FLM 252B	Suspense Horror & Mayhem	3
FLM 252C	A History of Romance	3
FLM 252D	From Graphic Novel to Screen	3
FLM 252E	Science Fiction & Human Rights	3
FLM 252F	Asian Cinema	3
FLM 252I	Cowboy Cinema	3
FLM 252J	Heroes, Villains, and Warriors	3
FLM 252P	The Silent Film	3
FLM 252Q	"Bollywood": Hindi Cinema	3
FLM 252R	Easy Riders & Raging Bulls: 1970s Indie Cinema	3
FLM 253	Cinematic Language	3
FLM 254	Film Criticism	3
FLM 255A	Feminine Identity and the Disney Film	3
FLM 255B	WWII & The Movies	3
FLM 255C	Women in the Directors Chair	3

FLM 259 Special Topics in Film Studies

3

Film, Media and Communications

This department offers four 4-year degrees—the Bachelor of Arts in Film and Media, the Bachelor of Arts in Journalism and New Media, the Bachelor of Fine Arts in Professional Photography, and the Bachelor of Science in Film, Media & Social Justice. It also offers a range of minors including Film and Media, Multimedia Communication, Gender and Media, Documentary, Acting, Photography, and a minor in Film, Media and Social Justice.

Film and Media B.A.

The Bachelor of Arts in Film at Mount Saint Mary's University offers early immersion in the technical and professional skills necessary to prepare students for careers in the film, television, and digital media industries. Through small class sizes, hands-on instruction, and one-on-one mentoring, students gain experience in the aspects of the development, production, and post-production of cinematic storytelling.

Required Core Courses

FLM 101	Introduction to Film	3
FLM 132	History of Film	3
FLM 137A	Screenwriting 1	3
FLM 139A	Introduction to Digital Video Production	3
FLM 140A	Editing 1: AVID 101	3
FLM 143A	Post-Production Audio 1	3
FLM 198	Senior Capstone	3

Subtotal: 21

Camera Foundations

Choose one of the following:

PHO 2	Foundations of Photography	3
FLM 144A	Cinematography 1	3

Subtotal: 3

Practicum

Choose one of the following:

FLM 193A	Production Workshop: On-Set Production 1	3
FLM 197	Internship	3

Subtotal: 3

Electives

Complete any six elective classes offered by the Film, Media & Communication department (FLM, JRN, PHO, etc.) and/or other classes by advisement.

Subtotal: 18**Total Credit Hours: 45**

Plus General Education requirements (p. 55) and electives totaling 124 semester units, including the Language requirement.

*FLM 198 fulfills the capstone requirement for Film and Media.

Film, Media and Social Justice B.S.

Our Film, Media & Social Justice Program offers a strong liberal arts and social science educational foundation, in which the students learn the latest in industry practices coupled critical pedagogy to analyze, develop, and produce media content that promotes positive social change.

The foundation of this mission is rooted in the legacy of the Sisters of St. Joseph of Carondelet, founders of Mount Saint Mary's University. Beginning in Le Puy, France, over 350 years ago, the sisters have served the world as strong social justice advocates and activists, working to improve the lives of the world's underrepresented populations and the most vulnerable among us.

Core Courses

FLM 101	Introduction to Film	3
FLM 131A	Film, Media and Social Justice	3
FLM 132	History of Film	3
FLM 135	Mass Media	3
FLM 139A	Introduction to Digital Video Production	3
FLM 168	Race, Sex & Hollywood	3
FLM 198	Senior Capstone	3

Subtotal: 21

Practicum

Choose one of the following:

FLM 193A	Production Workshop: On-Set Production 1	3
FLM 197	Internship	3

Subtotal: 3

Electives

Complete any six elective classes offered by the Film, Media & Communication department (FLM, JRN, PHO, etc.) and/or other classes by advisement.

Subtotal: 18

Total Credit Hours: 42

Plus General Education requirements (p. 55) and electives totaling 124 semester units.

*FLM 198 fulfills the capstone requirement for Film, Media and Social Justice.

Film and Media Minor

Video has emerged as a key aspect of human communication. The minor in Film and Media introduces students to the core elements of creative media production and digital storytelling that can be applied in nearly any occupation or field of study.

For the minor in Film and Media at Mount Saint Mary's University a total of 18 units of credit are required. Also, 9 units of the 18 must be upper division credit (3 UD courses) which cannot be used to fulfill requirements for the major, general education, or another minor.

REQUIRED COURSES

FLM 101	Introduction to Film	3
FLM 132	History of Film	3
FLM 139A	Introduction to Digital Video Production	3
	Plus three elective Film courses	9

Subtotal: 18

Film, Media and Social Justice Minor

The media has been and continues to be a powerful force in shaping public attitudes and addressing contemporary issues. The minor in Film, Media & Social Justice will empower students of any major to critically analyze media messages, address traditional industry trends of gender and race representation, and harness media content as a tool for advocacy.

For the minor in Film, Media & Social Justice at Mount Saint Mary's University a total of 18 units of credit are required. Also, 9 units of the 18 must be upper division credit (3 UD

courses) which cannot be used to fulfill requirements for the major, general education, or another minor.

REQUIRED COURSES

FLM 131A	Film, Media and Social Justice	3
FLM 135	Mass Media	3
FLM 168	Race, Sex & Hollywood	3
	Plus three elective Film courses	9

Subtotal: 18

Multimedia Communication Minor

We live in a media-saturated world. The minor in Multimedia Communication introduces students of any major to the fundamentals of modern media creation and mass communication including image manipulation, public relations, and video production.

For the minor in Multimedia Communication at Mount Saint Mary's University a total of 18 units of credit are required. Also, 9 units of the 18 must be upper division credit (3 UD courses) which cannot be used to fulfill requirements for the major, general education, or another minor.

REQUIRED COURSES**Core Courses**

JRN 122	Public Relations	3
FLM 139A	Introduction to Digital Video Production	3

Electives

Choose four of the following:

ART 10	Photography I	3
BUS 21	The Essentials of Business Writing and Presentation	3
BUS 165	New Media Marketing	3
FLM 102	Cell Phone Cinema	3
FLM 118	New Media	3
FLM 123	Commercial Production	3
FLM 144A	Cinematography 1	3
FLM 154A	Producing 1	3
FLM 157	Social Media Advocacy	3
GIS 110	Fundamentals of GIS	3
JRN 101	Basic News Writing	3

JRN 112	Photojournalism	3
JRN 125	Mobile Journalism	3
JRN 147	News casting	3
PHO 2	Foundations of Photography	3
PHO 34	Photoshop and Digital Printing	3
PHO 111	The Art Director	3

Subtotal: 18

Gender and Media Minor

The minor in Gender and Media prepares students of any major to critically analyze the role and representation of women, and gender as a whole, in the entertainment industry, and empowers students to be forces for positive change and gender equality.

For the minor in Gender and Media at Mount Saint Mary's University a total of 18 units of credit are required. Also, 9 units of the 18 must be upper division credit (3 UD courses) which cannot be used to fulfill requirements for the major, general education, or another minor.

REQUIRED COURSES

Core Courses

FLM 124	Gender and Media	3
FLM 135	Mass Media	3
FLM 142A	Women in Hollywood	3

Electives

Choose three of the following:

FLM 105	Women in the Directors Chair	3
FLM 116	Feminine Identity and the Disney Film	3
FLM 131A	Film, Media and Social Justice	3
FLM 131B	Film, Media and Social Justice	3
FLM 136	Disney Inc. and Mass Popular Culture	3
FLM 142B	Women in Hollywood	3
FLM 168	Race, Sex & Hollywood	3
PSY 186	Violence Against Women	3
SOC 163	Women's and Children's Human Rights	3

Subtotal: 18

Additional elective options by approval of Chair/Director

Documentary Minor

The minor in Documentary provides students in any major the foundational artistic and technical skills needed to produce cinematic non-fiction content to tell and/or address the compelling stories of today.

For the minor in Documentary at Mount Saint Mary's University a total of 18 units of credit are required. Also, 9 units of the 18 must be upper division credit (3 UD courses) which cannot be used to fulfill requirements for the major, general education, or another minor.

REQUIREMENTS

Core Courses

FLM 101	Introduction to Film	3
FLM 129A	Documentary Filmmaking 1	3
FLM 139A	Introduction to Digital Video Production	3

Electives

Choose three courses from the following:

FLM 102	Cell Phone Cinema	3
FLM 115	Audio Storytelling	3
FLM 125	Media Anthropology	3
FLM 127	Documentary Storytelling	3
FLM 128	Documentary Editing	3
FLM 129B	Documentary Filmmaking 2	3
FLM 130A	Documentary Production Workshop A	3
FLM 120	Post Production with Adobe	3
PHO 182	Imaging Time	3
JRN 112	Photojournalism	3
JRN 125	Mobile Journalism	3
JRN 147	News casting	3
PHO 2	Foundations of Photography	3
PHO 104	Lighting for People	3
PHO 181	Sports Photography	3

Subtotal: 18

Acting Minor

As the Bard declared, "All the world's a stage." Personal presentation, image management, and the ability to command oneself with confidence in multiple situations are skills applicable for students in nearly any major. The minor

in Acting prepares students for performance in the theater, in front of the camera, and/or on the proverbial global stage.

For the minor in Acting at Mount Saint Mary's University a total of 18 units of credit are required. Also, 9 units of the 18 must be upper division credit (3 UD courses) which cannot be used to fulfill requirements for the major, general education, or another minor.

REQUIREMENTS

Core Courses

FLM 139A	Introduction to Digital Video Production	3
FLM 156A	Acting 1	3

Electives

Choose four of the following:

FLM 101	Introduction to Film	3
FLM 106	Voice Diction & Camera Persona	3
FLM 113	Special Topics in Acting	3
FLM 132	History of Film	3
FLM 156B	Acting 2	3
FLM 160A	Directing 1	3
FLM 160B	Directing 2	3
FLM 166	Acting for Stage & Motion Capture	3
JRN 147	Newscasting	3
JRN 151	Audio Storytelling	3

Subtotal: 18

Film, Media and Communications Optional Emphasis

Students enrolled in the BA or BS film programs can select an optional area of emphasis, although choosing an emphasis is not required. An emphasis helps students focus their coursework in an area of special interest to them in preparation for their future careers. The seven areas of emphases are:

1. **Documentary:** Emphasizes building artistic and technical skills in the production of cinematic non-fiction storytelling.
2. **Photography:** Provides a strong foundation in the aesthetics, technology, and business of capturing the still image.

3. **Cinematography:** Emphasis on controlling light, motion, and the camera lens to tell cinematic stories.
4. **Film Studies:** Focus on academic analysis and appreciation of film and media.
5. **Writing:** Emphasizes fictional and non-fictional storytelling.
6. **Producing:** Focus on the budgeting, organization, and management of media development, production, and distribution.
7. **Audio Production:** Develops specific skills in recording, mixing, and producing audio for live performance, studio, music and cinematic applications.

EMPHASIS 1: DOCUMENTARY

Required Courses

FLM 127	Documentary Storytelling	3
FLM 128	Documentary Editing	3
FLM 129A	Documentary Filmmaking 1	3

Elective Courses for Documentary Emphasis

Choose five of the following courses:

FLM 102	Cell Phone Cinema	3
FLM 115	Audio Storytelling	3
FLM 120	Post Production with Adobe	3
FLM 125	Media Anthropology	3
FLM 129B	Documentary Filmmaking 2	3
FLM 130A	Documentary Production Workshop A	3
FLM 130B	Documentary Production Workshop B	3
FLM 131A	Film, Media and Social Justice	3
FLM 131B	Film, Media and Social Justice	3
FLM 143A	Post-Production Audio 1	3
FLM 144A	Cinematography 1	3
FLM 157	Social Media Advocacy	3
JRN 112	Photojournalism	3
JRN 125	Mobile Journalism	3
JRN 147	Newscasting	3
PHO 2	Foundations of Photography	3
PHO 104	Lighting for People	3
PHO 181	Sports Photography	3

PHO 182	Imaging Time	3
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Subtotal: 15**EMPHASIS 2: PHOTOGRAPHY****Required Courses**

PHO 2	Foundations of Photography	3
PHO 8	The Art of Lighting	3
PHO 30	Studio Product Photography	3
PHO 104	Lighting for People	3

Elective Courses for Photography Emphasis

Choose four courses (12 units) from PHO and/or from the following:

ART 10	Photography I	3
ART 108	Digital Deluge	3
ART 150A	Photography II: Portraiture	3
ART 152A	Color Digital Photography	3
JRN 112	Photojournalism	3

Subtotal: 12**EMPHASIS 3: CINEMATOGRAPHY****Required Courses**

PHO 2	Foundations of Photography	3
FLM 144A	Cinematography 1	3
FLM 144B	Cinematography 2	3

Elective courses for Cinematography Emphasis

Choose five of the following courses:

FLM 119	Music Video Production	3
FLM 123	Commercial Production	3
FLM 129A	Documentary Filmmaking 1	3
PHO 180	Masters of Light	3
PHO 182	Imaging Time	3
FLM 193A	Production Workshop: On-Set Production 1	3
FLM 193B	Production Workshop: On-Set Production 2	3
FLM 196	Experimental Film & Video	3
JRN 112	Photojournalism	3
JRN 147	Newscasting	3
PHO 30	Studio Product Photography	3

PHO 104	Lighting for People	3
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PHO 112	Food and Beverage Photography	3
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PHO 113	Advanced Tabletop Photography	3
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PHO 114	Automotive Photography	3
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PHO 175	Fashion Photography	3
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PHO 181	Sports Photography	3
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PHO 188	Wedding Photography	3
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Subtotal: 15**EMPHASIS 4: FILM STUDIES**

Core major courses plus eight additional history or genre classes (24 units), such as

PHI 167	Ethics and Film	3
PHI 175	Philosophy of Film	3
FLM 124	Gender and Media	3
FLM 125	Media Anthropology	3
FLM 131A	Film, Media and Social Justice	3
FLM 136	Disney Inc. and Mass Popular Culture	3
FLM 142A	Women in Hollywood	3
FLM 158	Heroes Villains and Warriors	3
FLM 168	Race, Sex & Hollywood	3
FLM 171	Film Noir and the City	3
FLM 177	Science Fiction & Human Rights	3
FLM 178	Suspense Horror & Mayhem	3

or by department advisement

EMPHASIS 5: WRITING**Required Courses**

FLM 137A	Screenwriting 1	3
FLM 137B	Screenwriting 2	3
JRN 101	Basic News Writing	3

Electives for Writing Emphasis

Choose four of the following courses:

ENG 106	Introduction to Creative Writing	3
ENG 109	Writing: Voice and View	3
FLM 118	New Media	3
FLM 127	Documentary Storytelling	3

FLM 134	Non-Fiction to Film	3
FLM 137C	Screenwriting 3	3
FLM 167	Screenwriting Pitching & Packaging	3
JRN 102	Advanced Reporting and News Writing	3
JRN 135	Science & Environmental Reporting	3
JRN 145	Arts & Entertainment Reporting	3
SW 109	Communication & Writing Essentials	3

Subtotal: 12**EMPHASIS 6: PRODUCING****Required Courses**

BUS 5	Business Law I	3
FLM 154A	Producing 1	3
FLM 160A	Directing 1	3
FLM 193A	Production Workshop: On-Set Production 1	3

Electives for Producing Emphasis

Choose five of the following courses:

BUS 4	Business Foundations and Analysis	3
BUS 15A	Accounting Principles I	3
BUS 21	The Essentials of Business Writing and Presentation	3
BUS 145	Entrepreneurship	3
BUS 160	Principles of Marketing	3
BUS 165	New Media Marketing	3
FLM 119	Music Video Production	3
FLM 123	Commercial Production	3
FLM 130A	Documentary Production Workshop A	3
FLM 131B	Film, Media and Social Justice	3
FLM 146	Film Marketing	3
FLM 154B	Producing 2	3
FLM 157	Social Media Advocacy	3
FLM 167	Screenwriting Pitching & Packaging	3
FLM 174	Post-Production	3
FLM 193B	Production Workshop: On-Set Production 2	3
JRN 122	Public Relations	3
PHO 111	The Art Director	3

SOC 38	Statistics for Social Science	3
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Subtotal: 15**EMPHASIS 7: AUDIO PRODUCTION****Required Courses**

FLM 115	Audio Storytelling	3
FLM 138A	Audio Production & Recording Principles 1	3
FLM 143A	Post-Production Audio 1	3
FLM 152A	Music for Visual Media 1	3

Elective Courses for Audio Production Emphasis

Choose four of the following courses:

FLM 108	Live Event Production	3
FLM 119	Music Video Production	3
FLM 138B	Audio Production & Recording Principles 2	3
FLM 143B	Post-Production Audio 2	3
FLM 152B	Music for Visual Media 2	3
FLM 155	Pro Tools Essentials	3
FLM 174	Post-Production	3
FLM 193A	Production Workshop: On-Set Production 1	3
FLM 193B	Production Workshop: On-Set Production 2	3
FLM 193C	Production Workshop: Post-Production	3
MUS 3	Discovering Music Fundamentals	3
MUS 13	Applied Music (Non-Maj)	1-3
MUS 113	Applied Music (Non-Maj)	1-3
MUS 131	Music Technology	2
MUS 134	Orchestration & Arranging	2
MUS 153	Introduction to Music Industry	3
MUS 155	Introduction to Songwriting	3

Subtotal: 12

First-Year Seminar

The First-Year Seminar (FYS) is comprised of two semester-long courses designed to intellectually empower new students in their introduction to Mount Saint Mary's University. Both semesters provide a liberal arts learning environment that is grounded in innovative teaching and learning and incorporates a variety of academic and co-curricular subjects. Successful completion of both semesters of FYS within their first year is required for graduation from MSMU for all

students entering the University with fewer than 24 units (graded). Completion of both semesters with at least a “C-“ is required. FYS 1 is a pre-requisite for FYS 2.

French Studies

Department Affiliation: Language and Culture

French is spoken on five continents in 55 countries by 200 million people. For many centuries, French has been the language of international culture and intellectual thought. To major or minor in French Studies is to undertake an amazing journey. You will discover the intricacies and beauty of the French language. You will learn about the richness and diversities of the French culture and francophone cultures around the world. You will meet remarkable people who will enrich your life.

Our courses will also help you develop essential and valuable skills for any career in any field: analytical skills, critical thinking, communication and writing skills, observation skills, and adaptability. You will increase your options for graduate studies and careers in business, banking, finance, management, international trade and national security.

So come and join us for this wonderful and unique journey. Become an educated speaker who has vast transcultural competence to face the challenges of the 21st century job market! Become a major, become a minor, become something better!

The department offers a major in French Studies as well as a minor. Students are also encouraged to spend a Junior semester abroad - in France or any other Francophone country - which will transfer as many as 12 units.

French Studies Major

Majors must take at least 15 units in the department, and minors must take at least 12 units in the department.

Language Prerequisites:

FRE 1	Elementary French I	4
FRE 2	Elementary French II	4
	or equivalent	

Subtotal: 8

You may take the departmental placement test.

Core Courses required for Majors:

FRE 3	Intermediate French III	3
	or	

FRE 103	Intermediate French III	3
FRE 4	Intermediate French IV	3
	or	
FRE 104	Intermediate French IV	3
	or equivalent with the departmental approval	
FRE 101	French Writing Lab	3
FRE 112	History and Civilization of France	3
FRE 122	Advanced Oral Expression	3
FRE 124	Intro to the Analysis of Literary Masterpieces	3

Subtotal: 18

FRENCH STUDIES: PLAN I

This program focuses on developing language fluency, and on discovering and deepening knowledge about French and francophone cultures, through the study of literature and other works of art.

In addition to the language prerequisite courses and core courses, you choose 2 courses from the following:

FRE 114	Translation and Interpretation	3
FRE 118	18th Century Literature and Culture	3
FRE 119	19th Century Literature and Culture	3
FRE 120	Francophone Literature	3
FRE 128	20th and 21st Century Culture and Literature	3

You will choose 2 additional upper division courses in the department: one French course (3) and one culture course (3).

You write a senior thesis

FRE 191	Senior Thesis	3
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Subtotal: 15

Plus General Education requirements (p. 55) and electives totaling 124 semester units.

*FRE 191 fulfills the capstone requirement for French Studies Plan I.

Subtotal: 41

FRENCH STUDIES: PLAN II

This program is designed for students interested in pursuing careers related to world affairs from a global perspective. Students will have the opportunity to take courses outside

the department in order to broaden their cross-cultural awareness.

In addition to the language prerequisite courses and core courses, you choose 1 course from the following:

FRE 116	Contemporary Culture and Politics	3
FRE 120	Francophone Literature	3
FRE 149	Business French	3

You will choose 2 additional upper division courses in the department.

You may take these **2 additional upper division courses in English** on a topic related to the French and francophone world (6). These courses can be taken in the department, such as our culture courses, or outside the department (with departmental approval).

You will do an internship or independent studies with the approval of the department chairperson

FRE 190A	Internship	3
FRE 199A	Independent Studies	1.0-3.0

Subtotal: 12

Plus General Education requirements (p. 55) and electives totaling 124 semester units.

*FRE 190A or FRE 199A fulfills the capstone requirement for French Studies Plan II.

Subtotal: 38

French Studies Minor

This program is intended for students who wish to acquire proficiency in the language and culture of France and the Francophone world.

In addition to the language prerequisite courses (8 units), the core courses for the minor are (total 18 units):

REQUIRED COURSES

Prerequisites

FRE 1	Elementary French I	4
	and	
FRE 2	Elementary French II	4
	or	
	Language Requirement Alternative	

You may take the departmental placement test.

Requirements

FRE 3	Intermediate French III	3
	or	
FRE 103	Intermediate French III	3
FRE 4	Intermediate French IV	3
	or	
FRE 104	Intermediate French IV	3
FRE 101	French Writing Lab	3
FRE 122	Advanced Oral Expression	3

Choose 2 courses from the following

FRE 124	Intro to the Analysis of Literary Masterpieces	3
CUL 107A	Theory and Practice of Culture	3
CUL 107B	Intercultural Communication	3
CUL 110	Culture Through Films	3

Total Credit Hours: 18

Geospatial Criminology

Department Affiliation: Sociology

GSC (Geospatial Criminology) combines a strong foundation in crime theory with a practical skillset of Geographic Information Sciences. Together, this major positions you on the cutting edge and provides numerous career opportunities in law enforcement.

In today's digital age, billions of pieces of data that contain geographic information are collected every day. Law enforcement rely heavily on this data to: find patterns in crime, educate and enlist communities on crime concerns, identify risk factors that can lead to crime, and develop strategic plans to prevent crime.

Local, state, and national police forces use geographic information sciences as an integral part of their daily operations. From the FBI to Armed Forces to Los Angeles Police Department, GIS has become a critical component to help officers get the job done.

Worldwide, thousands of agencies including the CIA and Department of Homeland Security rely on GIS for planning, operations, and investigations. As technology expands, so too does the demand for people who know how to use and apply these skills.

The US Department of Labor lists Geospatial Technology as one of the 3 emerging industries with the highest demand for workers and potential for growth in the coming decades.

Even more, statistics estimate an expected job growth of 21% through 2016.

Law enforcement officers who know how to use GIS are in demand in Los Angeles and across the country. If you want to be a corrections officer, special agent, or local police officer, consider a major in Geospatial Criminology to best prepare you in the field.

Geospatial Criminology B.S. Degree

Required Core Courses

SOC 1	Introduction to Sociology	3
SOC 38	Statistics for Social Science	3
CRI 111	Criminology	3
CRI 116	Criminal Justice	3
	or	
CRI 123	Crime and Minorities	3
GIS 110	Fundamentals of GIS	3
GIS 120	Intermediate GIS	3
GIS 130	Advanced GIS	3
GIS 150	Remote Sensing	3
GSC 151	Research Techniques of Criminology	3
GSC 159	Cartography of Crime	3
GSC 197	Capstone Experience	3

Plus 3 courses from the list below

GIS 140	Spatial Analysis	3
GIS 170	Advanced Spatial Modeling	3
GSC 171	Drug Trafficking	3
GSC 182	Demography	3
GIS 119	Urban Crisis Response and Management	3

Subtotal: 42

Plus General Education requirements (p. 55) and electives totaling 124 semester units.

*GSC 197 fulfills the capstone requirement for Geospatial Criminology.

Geographic Information Systems

Department Affiliation: Sociology

GIS (Geographic Information Systems) is a field of study that combines spatial theory, GIS technology and software, geographic data and analysis (including GPS and field work), and cartographic design principles for the purpose of exploring and understanding the world around us from a spatial perspective.

Employers in the most competitive industries continue to seek applicants whose resumes include additional computational skills beyond the Microsoft Office Suite, and having a GIS Minor would give students an "edge" in the workforce. According to the most recent edition of the Harvard Business Review, one of the most valuable jobs emerging in the 21st century is that of the "data scientist," which includes skills such as knowing how to find, manipulate and interpret different types of data. Being able to work with and visualize spatial data using GIS technology will be an invaluable tool for any student in a variety of majors and concentrations.

Geographic Information Systems Minor

A GIS Minor is particularly valuable when paired with the following fields of study: Sociology, Business Administration, Biology and the STEM Sciences, though it is not confined to these disciplines. For instance, someone pursuing a career in urban planning, law enforcement, environmental science, forensics, health care and health policy, epidemiology, marketing, etc., could benefit greatly with a background in GIS, as nearly every company or governmental agency uses GIS within their organization.

Required Core Courses

GIS 110	Fundamentals of GIS	3
GIS 120	Intermediate GIS	3
GSC 159	Cartography of Crime	3

Plus 3 courses from the list below

SOC 38	Statistics for Social Science	3
SOC 160	Diversity in Society	3
SOC 180	Social Stratification and Social Justice	3
SOC 185	Human Rights and Global Development	3
SOC 186	Immigration and Human Rights	3
SOC 194	Community Health	3
CRI 111	Criminology	3
GIS 119	Urban Crisis Response and Management	3
GIS 130	Advanced GIS	3

GIS 140	Spatial Analysis	3
GIS 150	Remote Sensing	3
GIS 170	Advanced Spatial Modeling	3
GIS 171	Drug Trafficking	3
GIS 172	Introduction to Data Management	3
GIS 182	Demography	3
GSC 151	Research Techniques of Criminology	3

Subtotal: 18

Gerontology

Department Affiliation: Sociology

The Gerontology minor is interdisciplinary and grounded in the excellent liberal arts tradition of Mount Saint Mary's University. All required courses for the minor and certificate are available in an online format. This means the program core requirements (as listed below) can be completed via distance learning.

Gerontology consists of an exploration of the biopsychosocial dimensions of life course development, with a focus on the rapidly expanding aging population of the United States. In the twenty-first century, careers in gerontology are projected to expand rapidly, with demand remaining high over the next several decades.

As a gerontologist, career options include case management and care management, social work, non-profit or for-profit management, and more. The Gerontology minor provides excellent preparation for working with elders in a variety of settings and for graduate studies in social work, gerontology, public policy, the law, and research.

Along with the Minor in Gerontology, a Certificate Program is also available.

Gerontology Minor

Required Core Courses

SOC 189	Sociology of Aging	3
GER 184	Global Aging	3
GER 188	Caregiving and Adaptations for Elders	3

Plus 3 courses from the list below

GER 192	Thanatology	3
SOC 104	Sociology of the Family	3

SOC 160	Diversity in Society	3
SOC 103	Introduction to Group Process/Therapy	3
SOC 106	Introduction to Psychotherapy	3
SOC 108	Substance Abuse Counseling	3
PSY 168	Abnormal Psychology	3

Subtotal: 18

Gerontology Certificate

A Certificate in Gerontology is available to those who have previously earned an Associate degree, but now wish to receive training in gerontology in order to prepare for a career in the field.

Required Courses

SOC 120	Case Management	3
GER 184	Global Aging	3
GER 188	Caregiving and Adaptations for Elders	3
SOC 189	Sociology of Aging	3
GER 192	Thanatology	3
SOC 112	Medical Sociology	3
SW 121	Human Services Ethics	3

Subtotal: 21

Global Politics

Department Affiliation: History and Political Science

Global Politics with a concentration available in Global Women's Studies

Major Description: The Global Politics major has been developed within the Mount's social justice framework, with a solid basis in both global context and academic theory. The goal of the major is to advance students who are both engaged in the world at large and academically competitive. Global Politics majors develop a strong background in issues and theory in Global Politics, while participating in international learning experiences. Our majors research skills in preparation for graduate school as well as a wide array of careers with global emphases. Global Politics majors who opt for the Global Women's Studies concentration will be well grounded in their knowledge of feminist theory at its connections to global politics and development policies. The major serves the Mount's mission of graduating students who are "committed to using their knowledge and skills to

better themselves, their environments, and the world."
(Mount Saint Mary's University Mission Statement)

B.A. Global Politics

REQUIREMENTS

**Students with a Global Politics major must complete:
Total 39 units**

- Lower Division Global Politics (POL 2, 3 units)
- One language course beyond the MSMU general education requirement (3-4 units)
- Section A from Global Politics (9 units)
- Section B from Global Politics (15 units)
- Section C as listed below (9 units)

Section A: (9 units)

GLP 131	International Relations Theory	3
	or	
POL 131	International Relations	3
GLP 128	Politics of Globalization and Interdependence	3
	or	
POL 128	Politics of Globalization and Interdependence	3
GLP 151	Humanitarian Intervention	3
	or	
POL 151	Humanitarian Intervention	3
GLP 135	Selected Topics in International Organizations	0.0-3.0
	or	
POL 135	Selected Topics in International Organizations	0.0-3.0
GLP 148	Refugees and International Migration	3
	or	
POL 148	Refugees and International Migration	3

GLP 193	Current Topics in Globalization	1.0-3.0
POL 132	Political and Economic Development	3
POL 114	The Politics of Democratization and Social Policy	3

Section B:** (15 units)

POL 143	Terrorism and Political Violence	3
POL 154	U.S./Mexican Relations	3
POL 125	U.S Foreign Policy	3
POL 147	Women and Development	3
POL 132	Political and Economic Development	3
POL 136	Revolutions and Social Movements	3
POL 137	Ethnic Conflict and Civil War	3
POL 138	International Law	3
POL 122	Middle East Politics	3
POL 123	African Politics	3
POL 124	Latin American Politics	3
POL 144	Politics of Europe and the European Union	3
POL 145	Southeast Asian Politics	3
POL 152A	Politics of Modern Japan	3
POL 152B	Politics of Modern China	3
POL 126	Politics of the Former Soviet Union	3
POL 138	International Law	3
POL 127	Politics of the Global Environment	3
HIS 112	World Economic History	3
HIS 25	Cultural and Historical Geography	3
ECO 2	Macroeconomics	3
CUL 107A	Theory and Practice of Culture	3
RST 161	World Religions	3
PHI 180	Chinese Philosophy	3
BIO 155	Cancer and Society	3
BIO 67	Environmental Science	3
	or	
BIO 167	Advanced Topics in Environmental Science	3

**Students who opt for Study Abroad can apply units taken at host institution towards Section B. Study Abroad units must be pre-approved by Global Politics Advisor.

Section C: (9 units)

POL 101	Research Methods	3
GLP 198	Global Politics: Learning in Global Context	3
GLP 199A	Senior Project: Independent Research Project	3

Subtotal: 39

Plus General Education requirements (p. 55) and electives totaling 124 semester units.

*GLP 199A fulfills the capstone requirement for Global Politics.

Global Womens Studies Concentration Only

Students with a Global Women's Studies Concentration must complete: Total 39 units

- Lower Division Global Politics (POL 2, 3 units)
- One language course beyond the MSMU general education requirement (3-4 units)
- Section A from Global Politics (9 units)
- Section C** from Global Politics (see above) must be completed with a focus on Women Studies. (9 units)
- Section D as listed below (15 units)

**Paper in POL 101, international experiential learning component and senior project must focus on an issue related to women.

Section D: (6 units)

GLP 147	Women and Development	3
	or	
POL 147	Women and Development	3
GLP 109	Global History of Women's Movements	3
	or	
HIS 109	Global History of Women's Movement	3
GLP 110	History of Political Feminist Theory	3

or

HIS 110	History of Political Feminist Theory	3
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GLP 187	Gender in a Global Context	3
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or

HIS 187	Gender in a Global Context	3
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GLP 194	Current Topics in Women's Studies	3
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or

HIS 194	Current Topics in Women's Stud	3
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Plus 9 units from the following list of electives:****

POL 102	Women and the Law	3
HIS 107	History of Women in Europe Finding a Voice	3
HIS 192A	Women of Color in the U.S.	3
HIS 192B	Women of Color in the U.S.	3
HIS 192C	Women of Color in the U.S.	3
CUL 117	Women's Literature in Translation	3
ENG 123	Women's Voices in Literature	3
RST 135	Women and Christianity	3
RST 23	Spiritual Journeys of Women	3
RST 123	Spiritual Journeys of Women	3
BUS 140	Women's Issues in Business and Economics	3

Subtotal: 39

****9 units of electives may be transferred from Study Abroad host institution if the student chooses the Study Abroad option from Learning in a Global Context.

Plus General Education requirements (p. 55) and electives totaling 124 semester units.

*GLP 199A fulfills the capstone requirement for Global Politics.

Health and Human Services

Departmental Affiliation: Social Work

Health and Human Services Associate in Arts Degree

Within the Department of Social Work, an Associate in Arts degree in Health and Human Services is available on the Doheny Campus. This program prepares students for entry level careers in the social services (e.g., health services, law enforcement, probation, family services and youth services), and for advanced studies in the Baccalaureate program on the Chalon Campus. In addition to completion of all General Education courses for the Associate in Arts degree, the following are required:

REQUIRED COURSES

SOC 1	Introduction to Sociology	3
SW 6	Child, Family, & Community	3
CRI 110	Juvenile Delinquency	3
SW 13	Anatomy for Social Services	3
SOC 30	Human Communication	3
SOC 149	Multicultural Issues in Healthcare Professionals	3
PSY 1	Introduction to Psychology	3
BIO 10	Health Science	3
	or	
BIO 5	Life Sciences	3
BUS 4	Business Foundations and Analysis	3
One Ethics course:		
PHI 21	Moral Values and Ethical Decisions	3
RST 41	Introduction to Christian Ethics	3
RST 45	Contemporary Issues in Christian Ethics	3
RST 49	Biomedical Issues in Christian Ethics	3
Student may select an emphasis in Bilingual Settings by the addition of the following courses:		
SPA 1	Elementary Spanish I	4
SPA 2	Elementary Spanish II	4
SPA 3	Intermediate Spanish III	3
SPA 4	Intermediate Spanish IV	3

SPA 1 and SPA 2: Requirements may be met through examination

Plus all other General Education requirements for the A.A. Degree.

Health Policy and Management

In concert with Mount Saint Mary's commitment to building leadership skills and fostering a spirit of service, MSMU's Master's of Science in Health Policy and Management program will prepare a diverse group of health leaders and administrators who promote effective care systems, champion effective health policies, and create and apply evidence-based knowledge that serves and improves the health of people and communities in California and beyond. This mission flows from the graduate school and Mount Saint Mary's larger vision:

[to] offer a dynamic learning experience in the liberal arts and sciences to a diverse student body and we are dedicated to providing a superior education enhanced by an emphasis on building leadership skills and fostering a spirit to serve others. Our measure of success is graduates who are committed to using their knowledge and skills to better themselves, their environments, and the world.

Integration of the Liberal Arts

The Master of Science in Health care Policy and Management (MSHPM) program incorporates an understanding of the needs of a population and the concerns of family, significant others, and communities through valuing and supporting the individual's decisions with his/her health care and advocating for the client. Students are exposed to complex cultural issues and are able to respond to the needs of various groups. In addition, the MSHPM curriculum presents various theories including ethical frameworks which support the adherence to one's ethical and moral values to ensure safety and quality for the clients. Knowledge and skills from information sciences, health communication, and health literacy are utilized by master's-prepared policy analysts and managers in their practice.

Program Goals & Outcomes

Core Competencies

Upon graduation, students in our Health Policy and Management program will be able to:

1. Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US.
2. Describe the legal and ethical bases for public health and health services.
3. Explain methods of ensuring community health safety and preparedness.

4. Discuss the policy process for improving the health status of populations.
5. Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.
6. Apply principles of strategic planning and marketing to public health.
7. Apply quality and performance improvement concepts to address organizational performance issues.
8. Apply "systems thinking" for resolving organizational problems.
9. Communicate health policy and management issues using appropriate channels and technologies.
10. Demonstrate leadership skills for building partnerships.

Interdisciplinary Competencies

Our students will also be able to:

- collect, manage and organize data to produce information and meaning that is exchanged by use of signs and symbols; to gather, process, and present information to different audiences in-person, through information technologies, or through media channels; and to strategically design the information and knowledge exchange process to achieve specific objectives (Communication and Informatics).
- interact with both diverse individuals and communities to produce or impact an intended public health outcome (Diversity and Culture).
- create and communicate a shared vision for a changing future; champion solutions to organizational and community challenges; and energize commitment to goals. (Leadership)
- demonstrate ethical choices, values and professional practices implicit in public health decisions; consider the effect of choices on community stewardship, equity, social justice and accountability; and to commit to personal and institutional development. (Professionalism).
- plan for the design, development, implementation, and evaluation of strategies to improve individual and community health (Program Planning).
- recognize system level properties that result from dynamic interactions among human and social systems

and how they affect the relationships among individuals, groups, organizations, communities, and environments (Systems Thinking).

Health Policy and Management M.S. Degree

Application Requirements for the Master's of Science in Health Policy and Management Degree

To be considered for admission, applicants must submit the following application materials as part of the admission process:

- Application Statement of Interest
- Official College Transcripts
- Two Letters of Recommendation
- 2 years of work experience preferred

Admission Requirements

The MS program is a 6 trimester program for those who have all the admission prerequisites; an additional trimester is required for those who need prerequisite courses. In order to be admitted, an applicant must have completed a bachelor's degree with a 3.0 minimum GPA by the time of program entry. It is recommended that prospective applicants have a bachelor's degree in a field related to health policy and management (e.g. social/behavioral science, epidemiology, management, biological sciences, or health professions) or must have completed substantial coursework in one of those fields. In addition, prospective applicants must have completed the following academic prerequisites with a letter grade of B or better:

Admission Prerequisites

- 1 Semester of Economics (micro or macro – lower or upper division)
- 1 Semester of Finance (lower or upper division)
- 1 Semester of Management/Organizational Behavior (lower or upper division)
- 1 Semester of Statistics (lower or upper division)

Students lacking basic management, finance, economics, or statistics courses must complete Foundation courses to satisfy prerequisites during their first semester.

DEGREE REQUIREMENTS**Foundation Courses- (if required)**

HPM 201	Foundation of Business Economics	1
HPM 208	Foundations of Health Accounting and Finance	3

4 Credit Hrs

Program Requirements

- Students must complete a total of 42 units (not including Foundations Courses) with a 3.0 Grade Point Average or better.
- Must take all required HPM courses at MSMU.

7 units per trimester (Fall, Spring, and Summer trimester) for two years for a total of 42 units.

Fall Year 1

HPM 210	Introduction to Health Policy and Health Policy Analysis	3
HPM 220	Introduction to Health Economics	4
HPM 233A	Practicum: Introduction to Research Methods	1

Spring Year 1

HPM 221	Financing Healthcare in America	3
HPM 230	Healthcare Organization and Management	3
HPM 233B	Work-Based Practicum	1

Summer Year 1

HPM 231	Decision Making in Health Management and Policy	3
HPM 211	Healthcare Leadership in an Age of Diversity	3
HPM 233C	Practicum: Cultural Competence	1

Fall Year 2

HPM 232	Healthcare Analytics for Quality and Outcomes Improvement	3
HPM 222	Cost-Effectiveness and Comparative Effectiveness in Health & Healthcare	3
HPM 233D	Practicum: Introduction to Six Sigma	1

Spring Year 2

HPM 212	Health Policy Design Implementation and Evaluation	3
HPM 213	Legal and Ethical Aspects of Healthcare Management and Policy-making	3
HPM 233E	Practicum: Qualitative Methods	1

Summer Year 2

HPM 223	Accounting and Financial Management in Healthcare	3
HPM 234	The Future of Health: Leading Change; Advancing Health; Improving Care	3
HPM 233F	Practicum: Capstone	1

Healthcare Policy

**Departmental Affiliation: History and Political Science
Healthcare Policy**

The Healthcare Policy Major is a cross-disciplinary program designed for students seeking a career in the healthcare policy sector. Students will complete courses taught by political science, nursing, biology, and psychology faculty. This program will train students in both the science and politics of healthcare. Students may choose to focus on local, national or international health care policy issues. Students participate in either a travel study that involves a world healthcare issue or an internship in the healthcare field, ensuring an education in both theory and practice. Graduates of this program will be well prepared for positions with pharmaceutical companies; lobbying organizations; government agencies; and healthcare advocacy organizations.

The Global Healthcare Policy concentration and the Global Healthcare Policy minor are designed to give students the opportunity to explore the political and socioeconomic determinants of healthcare access, health status, environmental health, nutrition from a international, or comparative, perspective. Students are encouraged to examine healthcare systems and solutions across regions, history, institutions and societies within a social justice framework. Emphasis is placed on developing research skills, including a deeper understanding of issues surrounding data collection, and evaluation methods. GWSTEM Honors Program courses may be approved by Global HCP advisor(s).

The Global Healthcare Policy Concentration is an option for Healthcare Policy Majors. The Global Healthcare Policy Minor may be coupled with any major.

Healthcare Policy B.A. Degree (or Major)

REQUIRED COURSES**Lower Division: 12 units**

POL 1	American Government and Institutions	3
POL 2	Introduction to World Politics	3
PSY 1	Introduction to Psychology	3

BIO 10	Health Science	3
	or	
BIO 5	Life Sciences	3
Upper Division: 15 units		
HCP 112	Healthcare Law and Policy	3
	or	
POL 112	Healthcare Law and Policy	3
POL 101	Research Methods	3
POL 102	Women and the Law	3
	or	
POL 147	Women and Development	3
	or	
HCP 155	Politics of Women's Health Care in California	3
	or	
POL 156	Women and Politics	3
	or	
HCP 193A	Studies in Selected Healthcare Policy Topics	3
POL 176	Public Policy	3
POL 191	Internship	3

ELECTIVE COURSES: 9 UNITS**Approved Healthcare Policy Electives**

To be eligible to apply to the Accelerated Nursing Program, Healthcare Policy Majors must meet GPA requirements, and complete the following:

BIO 3	General Microbiology	3
BIO 50A	Human Anatomy	3
BIO 50B	Human Physiology	3
CHE 3	Foundations of Chemistry	3
PHY 1A	Introductory Physics IA	4
SOC 1	Introduction to Sociology	3
PSY 12	Lifespan/Human Development	3

PSY 15	Global Lifespan Development	3
PSY 102	Issues in Human Development	3

Other Approved Healthcare Policy Electives

HCP 155	Politics of Women's Health Care in California	3
HCP 157	Conflict in American Medicine: AIDS as a Case Study	3
POL 102	Women and the Law	3
POL 120	Legislative Process	3
POL 131	International Relations	3
POL 147	Women and Development	3
POL 151	Humanitarian Intervention	3
POL 155	Politics of Women's Health Care in California	3
POL 156	Women and Politics	3
POL 157	AIDS As Case Study	3
POL 180	State and Local Government	3

Courses approved by the Chair of the History and Political Science Department

Plus General Education requirements (p. 55) and electives totaling 124 semester units, including the Language requirement.

*POL 101 fulfills the capstone requirement for Healthcare Policy.

GLOBAL HEALTHCARE POLICY CONCENTRATION**Global Healthcare Policy Concentration (36 units)**

The Global Healthcare Policy Concentration is an option for Healthcare Policy Majors. The concentration requires students to engage in an extensive investigation of health care systems in a global context and within a social justice framework:

All requirements for the HCP major are to be successfully completed (see HCP requirements), however the 9 units of HCP electives must be from the list below or approved by the Global HealthCare Policy advisor:

GLP 147	Women and Development	3
GLP 187	Gender in a Global Context	3
GLP 151	Humanitarian Intervention	3
POL 131	International Relations	3

BIO 67	Environmental Science	3
BIO 167	Advanced Topics in Environmental Science	3
BIO 155	Cancer and Society	3
HCP 157	Conflict in American Medicine: AIDS as a Case Study	3
POL 114	The Politics of Democratization and Social Policy	3
POL 123	African Politics	3
POL 124	Latin American Politics	3
POL 122	Middle East Politics	3
POL 148	Refugees and International Migration	3
GLP 148	Refugees and International Migration	3
GLP 128	Politics of Globalization and Interdependence	3
HCP 193D	Studies in Selected Healthcare Policy Topics	3
GLP 193	Current Topics in Globalization	1.0-3.0
GLP 140	International Health and Population Displacement	3
GLP 141	Health and Human Rights	3

Plus General Education requirements (p. 55) and electives totaling 124 semester units, including the Language requirement.

*POL 101 fulfills the capstone requirement for Healthcare Policy.

Healthcare Policy Minor

Students wishing to minor in Healthcare Policy are required to take:

REQUIRED COURSES

POL 1	American Government and Institutions	3
BIO 10	Health Science	3
	or	
BIO 5	Life Sciences	3
HCP 112	Healthcare Law and Policy	3
POL 176	Public Policy	3

Plus 4 upper division courses approved by the Chair of the History and Political Science Department.

Global Healthcare Policy Minor

The Global Healthcare Policy Minor may be coupled with any major.

INTRODUCTORY AND CORE COURSES: 6 UNITS

POL 2	Introduction to World Politics	3
HCP 112	Healthcare Law and Policy	3

GLOBAL AND REGIONAL CONTEXT: 12 UNITS

GLP 147	Women and Development	3
	or	
POL 147	Women and Development	3
GLP 187	Gender in a Global Context	3
POL 102	Women and the Law	3
POL 176	Public Policy	3
GLP 151	Humanitarian Intervention	3
POL 131	International Relations	3
BIO 155	Cancer and Society	3
BIO 67	Environmental Science	3
BIO 167	Advanced Topics in Environmental Science	3
HCP 157	Conflict in American Medicine: AIDS as a Case Study	3
POL 114	The Politics of Democratization and Social Policy	3
POL 123	African Politics	3
POL 124	Latin American Politics	3
POL 122	Middle East Politics	3
GLP 148	Refugees and International Migration	3
	or	
POL 148	Refugees and International Migration	3
GLP 128	Politics of Globalization and Interdependence	3
HCP 193A	Studies in Selected Healthcare Policy Topics	3

HCP 193B	Studies in Selected Healthcare Policy Topics	3
HCP 193C	Studies in Selected Healthcare Policy Topics	3
HCP 193D	Studies in Selected Healthcare Policy Topics	3
HCP 158	Ethics in Health Policy	3
	or	
POL 158	Ethics in Health Policy	3
GLP 193	Current Topics in Globalization	1.0-3.0
GLP 140	International Health and Population Displacement	3
GLP 141	Health and Human Rights	3

**Or any other course approved by the Global Healthcare Policy advisor; including GWSTEM Honors courses.*

History

Department Affiliation: History and Political Science

The student who majors in History examines and analyzes the heritage of the recorded past in an effort to better understand and evaluate events and developments of the present. Emphasis is placed on American, European, and non-Western civilizations.

Other options are offered in the closely-allied area majors offered in Social Science with emphasis in History, Political Science, and Public Administration.

It is possible to have History and American Studies as a double major. See American Studies. Such a combination is highly desirable and very useful, combining as it does with the general major a specialized study of the character and developing trends of American society.

History B.A. Degree

COURSES REQUIRED

Lower Division:

HIS 1A	Western Civilization	3
HIS 1B	Western Civilization	3
HIS 3	World History	3

Upper Division:

Nine upper division courses including:

HIS 101	Historical Methods and Historiography	3
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Plus General Education requirements (p. 55) and electives totaling 124 semester units, including the Language

requirement.

*HIS 101 fulfills the capstone requirement for History.
Subtotal: 36

History Minor

A MINIMUM OF SIX COURSES INCLUDING

Courses

HIS 1A	Western Civilization	3
	or	
HIS 1B	Western Civilization	3
HIS 3	World History	3
	Four upper division History courses	12

To declare a minor in History a student must take at least 5 approved courses from Mount Saint Mary's University.

Humanities

Master of Arts in Humanities

Department Affiliations: English, Language and Culture, and History

The **Master of Arts in Humanities** is an **interdisciplinary degree**, which includes courses from English, Cultural Studies, History, and Creative Writing as well as philosophy, art, music, and others. Students may spread their required units among all of these or choose a concentration in English, Cultural Studies, History, or Creative Writing (approval is required for the latter). Most of the courses are designed to include more than one subject—such as science and literature; the novel as history; Wagner and Tolkien, etc.—to encourage thinking beyond disciplinary lines.

Students will have the opportunity to nurture the habit of life-long learning through the study of works by the great thinkers and imaginative artists of the past and present who have reflected on the meaning of God and the universe, on nature and time, and on what it means to be human. They will learn how the study of the Humanities can enhance their professional as well as personal and spiritual lives.

Emphasis is placed on oral and written communication skills, on critical and analytical thinking, and on creative, interdisciplinary problem solving. **The Master of Arts in Humanities is a 30-unit program** culminating with an original work which may take the form of a master's thesis or a creative project and accompanying essay.

Admission Requirements

- Completion of a Baccalaureate degree from a regionally accredited institution of higher education
- Cumulative grade point average of 3.0 on a 4.0 scale
- Two letters of recommendation
- A personal statement
- An interview with the program director

Degree Requirements

Required Courses (15 units)

Students are required to take HUM 298A Introduction to Humanities Seminar (**3 units**) in either their first or second semester in the program. This course is designed to acquaint students with the humanities tradition from classical antiquity to the present and to help students make the transition into graduate school by providing a review of research methodology, formats, and procedures for academic writing.

Students are required to take at least one 3-unit course in each of these areas: English, Cultural Studies, and History (**9 units**). Each seminar features a research and writing component designed to help prepare students for their final thesis or project. Students may take these courses in any order as long as they complete one seminar in each of the three areas. Any of these courses may be repeated as the topic varies.

With the guidance of a faculty advisor, a student may elect to earn a concentration by completing a total of four courses (12 units) in one of the core disciplines—English, Cultural Studies, or History. Also, a student may elect to have an emphasis in Creative Writing if approved by the creative writing panel. This requires completion of four or more courses in creative writing with a grade of A- or better from classes offered in the MFA in Creative Writing program. After completing the four creative writing classes, the student may submit a proposal for the creative thesis to the Humanities Program Director. An academic essay constitutes part of the creative writing thesis.

Students are required to take HUM 296A (**1 unit**) and HUM 296B (**2 units**) in order to complete the Master's degree. Each student submits an original, graduate-level project or thesis. This work is done under the supervision of a faculty advisor. If a student chooses to do a project in place of a traditional thesis, a written component is required that places the project in a context that reflects the student's cumulative experience in the program. Application forms and guidelines are available from the Program Director.

The remaining courses necessary for the **30 units required** may be chosen from interdisciplinary classes that offer students the opportunity to explore the interrelatedness of various disciplines of study.

Students may take courses in the MFA Film and TV program, the MFA in Creative Writing program, and Religious Studies for credit. However, fifty-percent (50%) of a student's course work must be in the Humanities.

NB: Humanities students who plan to walk at commencement must have completed all requirements including the capstone, and must have successfully completed their oral defense before the academic Forum.

Integrated Baccalaureate/MA Degree Program

This program, open to all qualified MSMU **undergraduates**, is designed to give advanced students in-depth exposure to graduate study and the opportunity to further develop their research, analytical, and critical thinking skills. Students in any major may apply for admission to the M.A. in Humanities Program after they have completed 60 units of undergraduate work. To qualify they must have a cumulative GPA of 3.0. Courses taken in the Humanities Program will count toward both the Baccalaureate and the M.A. degrees. To receive credit to both degrees, students must be admitted to the Humanities Program and earn a grade of B or better in each graduate course. Up to 9 graduate units may be applied to both graduate and undergraduate degrees. Individual departments will determine which graduate courses they will accept toward their students' major. Should the student decide not to continue graduate work, credit for the completed graduate courses will still count towards the undergraduate degree.

All policies and regulations and all university requirements for admission and graduation will apply except where indicated differently. The graduate program must be completed within six consecutive years of beginning with at least 30 graduate units including thesis. Undergraduate students will be expected to do the same work as the graduate students and will be assessed by the same standards.

MA HUMANITIES AND MFA CREATIVE WRITING ARTICULATION

Mount Saint Mary's University Graduate Division

Upon the approval of the MA HUM and MFA Creative Writing faculty, students currently enrolled in the MA Hum Program who have successfully completed a minimum of 1 semester with a GPA of 3.0 or above and whom the faculty

deem to have demonstrated aptitude and skill in creative writing may be allowed to enter the MFA Creative Writing program with all applicable MSMU credits toward the MFA Creative Writing Degree, if approved by the faculty and Graduate Dean, under this MA HUM and MFA/Creative Writing Articulation Agreement. Students must withdraw from the MA HUM program, and then submit an application to the MFA Creative Writing Program to the Graduate Admissions Office, and be accepted into the MFA program by the faculty and Graduate Dean. (Students may submit an academic petition for waiver of transcripts, application fee, and letters of recommendation since these are already on file with the University).

Upon the approval of the MFA Creative Writing and MA HUM faculty, students currently enrolled in the MFA Creative Writing Program who have successfully completed a minimum of 1 semester with a GPA of 3.0 or above and whom the faculty deem to have demonstrated aptitude and skill in the study of the Humanities may be allowed to enter the MA HUM program with all applicable MSMU credits toward the MA HUM Degree, if approved by the faculty and Graduate Dean, under this MA HUM Program/MFA/Creative Writing Program Articulation Agreement. Students must withdraw from the MFA program, and then submit an application to the HUM Program to the Graduate Admissions Office, and be accepted into the HUM program by the faculty and Graduate Dean. (Students may submit an academic petition for waiver of transcripts, application fee, and letters of recommendation since they are already on file with the University.)

Concurrent enrollment in both the MA HUM and MFA Creative Writing Programs is not permitted; dual degrees will not be granted; and work presented for one degree may not subsequently be counted toward the other, except as allowed under the section on Second Master's Degree in the MSMU Graduate Division Policy and Procedures Handbook.

Graduate Humanities Certificate Programs

Those who are interested in a 12 unit course of graduate level study in Creative Writing, Cultural Studies, English, or History may apply to one of these graduate Humanities certificate programs. In order to be awarded a certificate, students must submit an application to Graduate Admissions, be admitted to the certificate program, must earn a minimum of 12 units in the graduate certificate program to which they are admitted (Creative Writing, Cultural Studies, English or History), and must earn a minimum grade point average of 3.0.

All University and Graduate Division policies apply to students admitted to a Graduate Humanities Certificate

Program. Concurrent enrollment is not permissible; however, students who successfully complete one or more certificate programs may subsequently apply to another. Admission to one program does not imply or guarantee admission to another. Graduate Humanities Certificate Program students are not eligible for federal financial aid.

For those who determine that their educational path would be well served by earning an MA in Humanities, the following Catalog policy applies:

An applicant may complete up to 6 units in one semester at MSMU while applying for admission to a Graduate Program in the areas of Education and Humanities (see Non Degree-Seeking Graduate Students section). For Religious Studies requirements, see Religious Studies. Under certain circumstances a student may petition to complete an additional 3 units prior to the acceptance to any of these programs. No more than nine units taken at Mount Saint Mary's University before acceptance into a program may be applied to the degree program. (Catalog, Graduate Admissions Policies Section).

Creative Writing includes classes in Fiction and Non-Fiction Writing, Screenplays, Memoir, The Novel and more. The Mount Saint Mary's University Los Angeles graduate writing program's emphasis in our MA Humanities Program is designed for those who wish to hone their writing skills under the tutelage of faculty who are published authors in the genres of short stories, screen plays, poetry, and more. The program appeals especially to those who want to become better writers by expanding their knowledge.

Cultural Studies offers interdisciplinary courses that work across the boundaries of humanities and the social sciences, drawing on the methods, theories, and approaches of many disciplines—including history, anthropology, sociology, literary theory, and others—to explore the ways in which "culture" shapes and is shaped by individual experience, social, political, and economic forces. Students who are interested in making a difference are drawn to these classes that grapple with the questions and problems of today's rapidly changing world.

English - At the heart of the humanities is literature. The literature classes in this program are interdisciplinary, adding depth and dimension to the study of literature by reading and interpreting it in conjunction with or through the lens of another discipline, such as science, art, music, architecture, etc. Examples include Science and Victorian Literature; Poetry and the Visual Arts, etc.

History – History arguably belongs in the humanities. These history courses, especially belong in this program. Our distinguished history instructors study not just the past, but how the past impacts the present, how the past can be used to illuminate the present and serve as a lesson in solving

today's social, political, and global problems. These courses are also interdisciplinary, reaching out to other fields of study such as literature, economics, art, philosophy, etc. Some examples include The Novel as History; The Western Esoteric Tradition; Gender and History; The History of Satan, and more.

Italian Studies

Department Affiliation: Language and Culture

Why Study Italian?

Italy is one of the top five economies in the world, and many employers are seeking candidates who speak both Italian and English. An estimated 7,500 American companies do business with Italy and more than 1,000 U.S. firms have offices in Italy, including IBM, General Electric, Motorola, Citibank, and Pricewaterhouse Coopers. Many Italian firms have offices in the U.S., especially in the Detroit metropolitan area. Therefore, knowing Italian is greatly beneficial in several career fields. Italy is a world leader in the culinary arts, interior design, fashion, graphic design, furniture design, machine tool manufacturing, robotics, electromechanical machinery, shipbuilding, space engineering, construction machinery, and transportation equipment.

There are also cultural reasons. According to UNESCO, over 60% of the world's art treasures are found in Italy. Some of the most famous Western artists, from Giotto to Michelangelo, were Italian. Knowledge of Italian is vital to understand the contexts of this art. Furthermore, music, cinema, fashion and design, architecture, medicine, education and cooking and sports can all be enhanced by the study of Italian.

Italian majors pursue careers in a variety of fields, including education, business, computer programming and web design, law, public relations, journalism, telecommunications, arts administration, publishing, library science, politics, or public and environmental affairs, to name but a few. Some students also use their language skills in order to enter government employment or the military. In all cases, students report back to us that their training in Italian significantly enhanced their professional and academic opportunities. Italian is spoken by 55 million people in Italy and 62 million people throughout the world. Italy has the 7th largest economy in the world and is a major political force in Europe.

Studying Italian will help you in several areas:

Communication Skills: In many careers and free-time activities, you will find it beneficial to communicate with people who are native Italian speakers. In any realm of business, it always pays to know the client's language. Italian

instruction also encourages you to think about important details of language usage which may not have occurred to you before, thereby improving your writing and speaking skills in English as well.

Travel: To travel to Italy and experience the essence of Italian culture, knowledge of the Italian language is essential. They only skim the surface and show you what someone else thinks you should see. To truly get to know Italy it takes more time and, above all, Italian language skills.

Jobs in Business: As more and more businesses are "going global" by opening offices throughout the world, knowledge of Italian is an increasingly important asset when applying for jobs.

Jobs in Government: In the fields of diplomacy and trade, the federal government is always seeking qualified applicants with Italian language skills. If you see international conferences and negotiations in your future, you'd better learn one or more languages now.

Research: No matter the area of specialization, knowledge of Italian is not only helpful, but often necessary for academic, business, or social research. Translations are not always correct or even available.

Art and Culture: No matter how good the translation, inevitably some meaning is lost in the process. Therefore, to fully appreciate the richness of Italian literature, theater, opera, and films, knowledge of the language is essential.

Self-Fulfillment: Learning Italian is a big accomplishment which brings with it great satisfaction and added confidence. In addition, immersion in a foreign culture can open whole new avenues of self-exploration and personal growth.

Intellectual Stimulation: Learning Italian enhances your skills in analyzing, discussing, and categorizing information and ideas.

Japanese

Department Affiliation: Language and Culture

As an institution of higher education on the Pacific Rim and with a student population praised for its diversity, the department of Language and Culture offers two semesters of Japanese that can be taken for the General Education Language requirement or as electives.

Journalism and New Media

Department Affiliation: Film, Media & Communication

Media is no longer limited to the traditional forms of newspapers, television, and radio: The internet and new

technology have taken journalism to a whole new level.

The Journalism and New Media program at Mount Saint Mary's University gives our students a solid foundation in writing and critical skills, along with a thorough education in broadcast, film, web and mobile platforms.

We give students the opportunity to become informed and credible new voices in society, ready to have a profound, meaningful influence upon the world. From news writing and investigative journalism to sports reporting, documentary-making and photojournalism, students in the Journalism and New Media program learn the skills to identify and give a voice to the world's most important issues.

Students will work within a multi-disciplinary environment with Journalism, Film and Media teams who are committed to producing eloquent and creative writers with a passion for telling a good story. With access to our facility in Hollywood, students can add production and digital storytelling to their portfolio of audio, video and writing skills, to produce journalism across a range of media.

Journalism and New Media B.A. Degree

REQUIRED COURSES

FLM 139A	Introduction to Digital Video Production	3
JRN 101	Basic News Writing	3
JRN 102	Advanced Reporting and News Writing	3
JRN 110	Ethics & Legalities	3
JRN 111	Investigative Journalism	3
JRN 122	Public Relations	3
JRN 197	Internship	3
FLM 198	Senior Capstone	3

Applied Media (6 units)

Choose two of the following courses:

JRN 112	Photojournalism	3
JRN 125	Mobile Journalism	3
JRN 147	Newscasting	3
JRN 151	Audio Storytelling	3
PHO 181	Sports Photography	3

Electives (9 units)

Complete any three courses from JRN, PHO, or FLM.

Total Credit Hours: 39

Plus General Education requirements (p. 55) and electives totaling 124 semester units, including the Language requirement.

*FLM 198 fulfills the capstone requirement for Journalism and New Media.

Journalism and New Media Minor

For the minor in Journalism and New Media at Mount Saint Mary's University a total of 18 units of credit are required. Also, 9 units of the 18 must be upper division credit (3 UD courses) which cannot be used to fulfill requirements for the major, general education, or another minor.

REQUIRED COURSES

Courses

JRN 101	Basic News Writing	3
JRN 111	Investigative Journalism	3
FLM 139A	Introduction to Digital Video Production	3

Plus 3 additional courses (9 units) from JRN, FLM, or PHO.

Total Credit Hours: 18

Korean

Department Affiliation: Language and Culture

The Department of Language & Culture offers upper and lower level courses in Korean for students who wish to learn language while discovering the richness of ancient and modern Korean culture. These courses can be taken for the General Education Language requirement or for elective credit.

Language and Culture

The Department of Language and Culture offers Spanish and French programs carefully designed to provide students with the necessary tools to interact effectively in a multicultural social or professional environment. In order to sharpen their skills, students are encouraged to use the latest technology, do service learning, and study abroad.

In this age of globalization, communicating with the rest of the world has never been more important. For communication to truly take place, we must understand not only the words but what is behind them; we must understand

how people of different cultures think and act, and why. We must understand their culture.

Culture is the set of beliefs, values, traditions and the history that has shaped the minds and rituals of any given group. Understanding cultures and having proficiency in their languages open a wide array of career opportunities, not only in the world of business, but also in any aspect of a service career such as health, education, law and order, and politics. For this reason, our department offers various interdisciplinary programs to combine Language and Culture with other departments such as Business, Education, History and Political Science, Nursing, and Sociology. Students are encouraged to arrange double majors with these disciplines.

In the Department of Language and Culture, students can graduate with:

- A Cultural Studies Minor (See Cultural Studies Minor (p. 114))
- A Major or Minor in French Studies (See French Studies Major or Minor (p. 148))
- A Minor in Asian Studies (See Asian Studies Minor (p. 84))
- A Minor in Linguistics (See Linguistics Minor (p. 169))
- Japanese classes (See JPN - Japanese (p. 345))
- Chinese classes (See CHI - Chinese (p. 268))
- American Sign Language classes (See ASL - American Sign Language (p. 245))
- Arabic classes (See ARB - Arabic (p. 239))
- Italian classes (See ITA - Italian (p. 345))
- Korean classes (See KRN - Korean (p. 347))
- Portuguese classes (See POR - Portuguese (p. 394))
- An Emphasis in Bilingual Settings (See A.A. in Human Services for Bilingual Settings (p. 153))
- A Major or minor in Spanish Studies (See Spanish Studies Major and Minor (p. 230))
- A Major in Spanish and Business (Interdepartmental collaboration with the Business Department) (See B.A. Degree with a Major in Spanish and Business Administration (p. 236))
- A Major in Spanish Studies with Translation Emphasis (p. 232)
- A Major in Spanish Studies with Emphasis in Chicano Studies (p. 233)
- A Major in Spanish Studies with Emphasis in Journalism in Spanish (p. 231)

Liberal Arts

Liberal Arts Bachelor of Arts

Departmental Affiliation: English (Offered through Weekend College)

The Liberal Arts major involves the study of human conflict and struggle, triumph and achievement. It studies human societies, culture, and history from the multiple perspectives of the humanities and the social sciences. By means of this exciting interdisciplinary major, a student can explore and combine the varied insights into human art and activity that are revealed by the disciplines and methodology of psychology, literature, art, history, philosophy, religious studies, music, sociology, economics, and anthropology.

Building on the base of the General Education curriculum, students select courses for their major from at least two disciplines in humanities and two in social sciences. This broad focus of perspectives allows the student to reflect critically on human nature and society and to explore chosen themes such as the character of American culture or women's issues from a variety of intellectual angles, and to do so in depth and with rigor.

The Liberal Arts major provides a solid background for graduate work in Law, Public Administration, and most fields in the Humanities and Social Sciences. Students who wish to develop a strong professional specialization are encouraged to combine the major with a minor, such as Business Administration.

REQUIREMENTS

LIB 101	Introduction to the Liberal Arts	3
LIB 110	Senior Seminar	3

A minimum of thirty units in Liberal Arts offerings, of which twenty-four must be upper division.

A minimum of four of the upper-division courses must be in the humanities, representing at least two of the following disciplines:

Art
Music

Language

Philosophy

Literature

Religious Studies

Social Justice and Sexual Diversity

A minimum of four upper-division courses must be in the social sciences, representing at least two of the following disciplines:

Anthropology

Political Science

Economics

Psychology

History

Sociology

Criminology

Social Work

Plus General Education requirements (p. 55) and electives totaling 124 semester units, including the Language requirement.

*LIB 110 fulfills the capstone requirement for Liberal Arts.
Subtotal: 36

Fully Online Liberal Arts Bachelor of Arts

Departmental Affiliation: English (Offered through Weekend College)

The Liberal Arts major involves the study of human conflict and struggle, triumph and achievement. It studies human societies, culture, and history from the multiple perspectives of the humanities and the social sciences. By means of this exciting interdisciplinary major, a student can explore and combine the varied insights into human art and activity that are revealed by the disciplines and methodology of psychology, literature, art, history, philosophy, religious studies, music, sociology, economics, and anthropology.

Building on the base of the General Education curriculum, students select courses for their major from at least two disciplines in humanities and two in social sciences. This broad focus of perspectives allows the student to reflect critically on human nature and society and to explore chosen themes such as the character of American culture or women's issues from a variety of intellectual angles, and to do so in depth and with rigor.

REQUIREMENTS

LIB 101	Introduction to the Liberal Arts	3
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LIB 110	Senior Seminar	3
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A minimum of thirty units in Liberal Arts offerings, of which twenty-four must be upper division.

A minimum of four of the upper-division courses must be in the humanities, representing at least two of the following disciplines:

Art

Music

Language

Philosophy

Literature

Religious Studies

Social Justice and Sexual Diversity

A minimum of four upper-division courses must be in the social sciences, representing at least two of the following disciplines:

Anthropology

Political Science

Economics

Psychology

History

Sociology

Criminology

Social Work

Plus General Education requirements (p. 55) and electives totaling 124 semester units, including the Language requirement.

*LIB 110 fulfills the capstone requirement for Liberal Arts.
Subtotal: 36

Liberal Arts Associate in Arts Degree

The Associate in Arts degree with a major in Liberal Arts is designed for the student who wishes to explore various disciplines. At the completion of the Associate in Arts program, the student may pursue a major leading to a Baccalaureate degree and/or enter a career which utilizes the benefits from this interdisciplinary program. To transition to

the Baccalaureate program on the Chalon campus, the student should consult with an advisor regarding General Education requirements and the inter-program change process.

The Liberal Arts Program requirements include:

First Year Seminar (2,2)

ENG 1A/ENG 1B (3,3)

One year of Modern Language* (4,4)

One LACE Reasoning: Quantitative course (3)

One LACE Reasoning: Critical Thinking course (3)

One course from each LACE Central Core area; each course must be from a separate discipline (3, 3, 3, 3)

36 major units

**Students may take placement exams offered by MSMU's Language and Culture Department to fulfill the Language requirement. Successful completion will waive the Language Requirement but no units will be awarded.*

Students must complete all Liberal Arts requirements with a grade of C- or better (except for English classes where grades must be C or better).

All General Education (LACE) requirements must be met, plus electives, for a total of 60 semester units.

EMPHASES

Required Courses

Students interested in pursuing the following majors in the Baccalaureate program may declare an emphasis. Students declaring an emphasis are required to take the following courses:

English

PHI 5	Introduction to Logic	3
	or	

PHI 10	Critical Thinking	3
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Political Science

POL 1	American Government and Institutions	3
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POL 2	Introduction to World Politics	3
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Psychology

PSY 1	Introduction to Psychology	3
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PSY 40	Basic Statistical Methods	3
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History

HIS 1A	Western Civilization	3
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HIS 1B	Western Civilization	3
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Film and Social Justice

Complete at least three of the following courses:

PHO 2	Foundations of Photography	3
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FLM 101	Introduction to Film	3
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FLM 132	History of Film	3
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FLM 139A	Introduction to Digital Video Production	3
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Recommended Courses

Students interested in pursuing the following majors in the Baccalaureate program may declare an emphasis. The following courses are recommended:

English

HIS 1A	Western Civilization	3
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HIS 1B	Western Civilization	3
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Liberal Studies

ART 2	TWO-Dimensional Art and Design: Global Perspectives	3
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or

ART 5	Fundamentals of Art	3
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BIO 10	Health Science	3
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BIO 5	Life Sciences	3
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or

BIO 67	Environmental Science	3
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MTH 50	Elementary Number Systems and Statistics	3
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or

MTH 51	Elements of Geometry and Algebra	3
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MUS 6	The Music Community: Exploring Sound and Meaning	3
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PHI 10	Critical Thinking	3
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POL 1	American Government and Institutions	3
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PSY 12	Lifespan/Human Development	3
	or	
PSY 13	Child Development	3
	or	
PSY 15	Global Lifespan Development	3
RST 61	Introduction to World Religions	3

Psychology

PSY 125	Basic Communication Skills	3
PSY 106	Basic Research Methods	3
PSY 106L	Basic Research Methods Lab	3
PSY 103	Applied Psychology	3
	or	
PSY 187	Careers in Psychology	3

Sociology

SOC 1	Introduction to Sociology	3
SOC 30	Human Communication	3

Gerontology

SW 13	Anatomy for Social Services	3
SOC 30	Human Communication	3
SOC 149	Multicultural Issues in Healthcare Professionals	3

Languages

SPA 1	Elementary Spanish I	4
SPA 2	Elementary Spanish II	4
SPA 3	Intermediate Spanish III	3
	or	
SPA 3A	Accelerated Spanish III/Spanish for Heritage Speakers	3
SPA 4	Intermediate Spanish IV	3
	or	
SPA 27	Spanish for Health Professionals	3
	and	
SPA 44	Spanish-speaking Civilizations and Cultures in the Americas and Spain	3

FRE 1	Elementary French I	4
FRE 2	Elementary French II	4
FRE 3	Intermediate French III	3
FRE 4	Intermediate French IV	3
JPN 1	Elementary Japanese I	4
JPN 2	Elementary Japanese II	4

Child Development

PSY 1	Introduction to Psychology	3
PSY 12	Lifespan/Human Development	3
	or	
PSY 13	Child Development	3
	or	
PSY 15	Global Lifespan Development	3
EDU 32	Early Childhood Education: Observation And Curriculum Planning	3
EDU 33	The Visual and Performing Arts for the Young Child	3
EDU 37	Infant and Toddler Development and Care	3
EDU 36	Emergent Math and Science Experiences in The Preschool Classroom	3
	or	
EDU 35	Language and Literacy Development in the Young Child	3
SW 6	Child, Family, & Community	3

Total Credit Hours: 60

Liberal Studies

Department Affiliation: Education

The Liberal Studies major is an integrative program of study designed specifically for students seeking a Multiple Subject Teaching Credential authorizing them to teach in California elementary schools. Students are concurrently enrolled in the Liberal Studies major and the Elementary Teacher Preparation program. (See Education.) This rigorous and intellectually stimulating major is designed to:

- Prepare teachers who know subject matter in the liberal arts and sciences and who demonstrate understanding and appreciation of the diverse fields of human endeavor.

- Enable future teachers to see relationships between subject matter content and the ways subject matter is developed, learned, and taught.
- Assist future teachers in learning specified content in the major areas of study (see Major Requirements).
- Help future teachers acquire the skills needed to transfer their knowledge to real-life applications in elementary classrooms.

Students in the major explore areas of learning as active participants; they acquire a variety of skills and techniques, reflect on the learning process, and take responsibility for their role in it.

To be eligible for acceptance into the Liberal Studies major as part of a concurrent program of teacher preparation, applicants must have achieved a minimum grade point average of 2.5 (C+) in high school and in any previous college coursework. At the discretion of the program director, students pursuing the Liberal Studies major may be assigned course credit for an Advanced Placement Scores of 3, as well as of 4 or 5, in subject areas that fulfill requirements for the major.

Students who change their professional goals and do not pursue a teaching credential concurrently with the B.A. degree may continue in the Liberal Studies. In these instances course requirements may vary with the approval of the program director. Depending on career goals, students are encouraged to double-major or minor in an area of interest. Ordinarily, in these instances, a change of major from Liberal Studies to another area of the liberal arts is recommended.

EDU 101 and EDU 102 are not required for majors who withdraw from the concurrent program of teacher preparation.

MSMU does not do equivalency evaluations of academic preparation programs or courses completed by candidates from other colleges or universities.

Contact the Director of the Liberal Studies major with questions about meeting requirements for the Multiple Subject Teaching Credential. California legislation and regulations regarding credential requirements are subject to change and supersede MSMU catalog policies and department procedures regarding them.

Liberal Studies Major Requirements B.A. Degree

All courses taken as part of the major must be approved by the Liberal Studies advisor during the official advisement period. Students in the Undergraduate Concurrent Program of Teacher Preparation take courses for the major combined with additional courses to prepare for elementary teaching. For those considering elementary teaching, advisor guidance is essential for appropriate course selection and sequencing, both for the Liberal Arts Core Curriculum and for the Liberal Studies Major. Students completing a bachelor's degree that includes each of the required courses listed below, with a grade of C- or above, will have a notation on their transcript that the Mount's California Commission on Teacher Credentialing-approved Elementary Subject Matter Program of study has been completed. The Elementary Subject Matter Program serves as academic preparation for the California Multiple Subjects (Elementary) Teacher Credential.

Language

- 3 units in composition (ENG 103)
- 3 units in linguistics (ENG 102) (Taken concurrently with EDU 105 by students in the Elementary Teacher Preparation Program.)
- One course in children's literature (ENG 134)
- 3 units in literature (upper division recommended; not required)

Mathematics

- 6 units in mathematics (MTH 50 and MTH 51)

Science

- 3 units in biological science (BIO 67)
- 4-5 units in physical science, including the study of physics, chemistry, space and earth science (PHS 1 or PHS 2A; and PHS 2B)
- 3 units in health science (BIO 10)

Social Science and History

- 6 units in U.S. history and government. (HIS 102 taken concurrently with EDU 105 by students in the Elementary Teacher Preparation Program and POL 1)

- (Candidates for the California teaching credential must complete 2 units of study of the U.S. Constitution.)
- 3 units in world history (HIS 3/HIS 103)
- 3 units in cultural geography (HIS 25)
- 3 units in California history (HIS 188)

Fine Arts

- 4 units in art (ART 2 or ART 107 and ART 145)
- 4 units in music (MUS 6/MUS 106 or MUS 16/MUS 116 and MUS 130)
- 1 unit in drama and dance (INT 194A)

Physical and Health Education

- 4 units in physical and health education (BIO 10 and PED 100)

Human Development

- 6 units in human or child and adolescent development (PSY 12 or PSY 13 or PSY 15, and PSY 113)

Education

- EDU 100 Introduction to Liberal Studies (1)
- EDU 101 Exploration of Liberal Studies (1)
- EDU 102 Integrative Seminar in Liberal Studies (1)

EDU 100, EDU 101, and EDU 102 provide opportunities for students to reflect on their integrative program of study and are required for candidates in the concurrent program of teacher preparation with a Liberal Studies major.

The Subject Matter Preparation Program component of the Concurrent Program of Teacher Preparation is supplemented by courses available in the Liberal Arts Core Curriculum (General Education; LACE). Students interested in teaching should contact the program advisor as soon as possible for guidance in course selection and sequencing.

Students in the Liberal Studies Major complete

- a subject matter portfolio demonstrating knowledge and skills in the areas of study included in the major.
- a California Commission-approved Elementary Subject Matter Waiver. This program allows coursework to replace the California Subject Examinations for Teachers

(CSET) requirement for a Preliminary Multiple Subjects Teaching Credential.

Students who desire flexibility in their program and/or wish to complete a major in another discipline while earning a California Multiple Subjects Teaching Credential may take the California Subject Examinations for Teachers (CSET for elementary, Multiple Subjects). Passing scores are required for enrollment in supervised teaching. Speak with the program advisor for program planning and additional details.

Students completing a Liberal Studies major not as a component of a concurrent program of teacher preparation and to meet academic or professional goals other than teaching may replace required courses with others that address those goals. Courses selected must demonstrate the breadth of the major and require program advisor approval.

*EDU 102 fulfills the capstone requirement for Liberal Studies Majors who are in the Concurrent Program of Teacher Preparation. Liberal Studies Majors who are not in the Concurrent Program of Teacher Preparation will take the LACE Capstone course or EDU 102, if they have taken EDU 101.

kvaughan@msmu.edu 213-477-2628 (e-mail contact preferred)

Linguistics

Linguistics Minor

The minor in Linguistics provides students of any discipline the opportunity to gain a foundation in the study and understanding of human language both at the individual and global levels. Students will explore languages and cultures from a theoretical and functional perspectives, and will be trained to critically examine and analyze linguistic phenomena. The field of linguistics is a well-established asset in careers such as speech pathology, translation, language teaching, law, education, curriculum development, to name a few. To fulfill the requirement for the Linguistics Minor, students are required to complete successfully 18 units.

Languages are not required; however eight units of language can be accepted towards the minor in Linguistics.

REQUIREMENTS**Required Course**

LIN 101	Introduction to Linguistics	3
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Choose 5 courses from the following

LIN 102	Introduction to Phonetics and Phonology	3
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LIN 103	Introduction to Syntax and Semantics	3
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LIN 104	Introduction to Sociolinguistics	3
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LIN 105	American Sign Language I	4
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or

ASL 1	American Sign Language I	4
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LIN 106	American Sign Language II	4
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or

ASL 2	American Sign Language II	4
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LIN 107	Theory and Practice of Culture	3
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or

CUL 107A	Theory and Practice of Culture	3
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LIN 108	Bilingualism and Language Acquisition	3
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CUL 107B	Intercultural Communication	3
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Subtotal: 18

Mathematics

Departmental Affiliation: Physical Sciences and Mathematics

While offering students an opportunity to study mathematics as part of a liberal education, the mathematics major serves as excellent preparation for work in fields such as actuarial science, computer science, statistics, secondary teaching, business, or graduate study. Coupled with courses in chemistry and biology, a degree in mathematics also provides excellent preparation for entrance into schools of medicine, dentistry, or optometry.

Mathematics B.A. Degree

REQUIRED COURSES**Lower Division:**

MTH 5A	Calculus I	4
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MTH 5B	Calculus II	4
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MTH 5C	Calculus III	4
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CS 1A	Coding for All	3
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MTH 8	Transition to Higher Math	3
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PHY 11A	Mechanics	4
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PHY 11B	Electricity Magnetism and Optics	3
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PHY 1BL	Introductory Physics Laboratory	1
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Students who can demonstrate their proficiency in any of the above courses may enroll in the next course in the sequence. Students who need further preparation in algebra and elementary functions should take MTH 1 before MTH 5A.

Upper Division:

MTH 102	Advanced Calculus	3
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MTH 103	Linear Algebra	3
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MTH 111	Abstract Algebra	3
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MTH 113	Probability and Statistics	3
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MTH 119	Differential Equations	3
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MTH 128A	Numerical Analysis	3
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Twelve units from

MTH 101	Topics in Geometry	3
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MTH 104	Number Theory	3
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MTH 105	Complex Analysis	3
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MTH 107	Topology	3
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MTH 120	Discrete Mathematics	3
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MTH 128B	Numerical Analysis	3
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MTH 140	History of Mathematics	1
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Total units in Mathematics: 56

Plus general education requirements and electives totaling 124 semester units, including the Language requirement. An overall GPA of 2.0 in major courses is required for the degree and all major courses must be completed with a grade of C- or above.

Mathematics Minor

A MINIMUM OF SEVEN COURSES**including the following:**

MTH 5A	Calculus I	4
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MTH 5B	Calculus II	4
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MTH 5C	Calculus III	4
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MTH 103	Linear Algebra	3
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At least 3 additional upper-division courses (or MTH 8 plus two upper division courses) chosen in consultation with the student's advisor.

Music

The Music major is a program carefully designed to provide a rich and wide range of musical learning and experience. It combines classroom study, discussions and lectures enhanced by technology with individual instruction, solo and ensemble performance, concert attendance and internships. Students select an emphasis in performance, music history, music scoring for media, music education, music industry, or music therapy.

The B.A. degree offers preparation in music for students desiring a broad knowledge of music for teaching, research, performance, personal enjoyment, cultural development, or advanced degrees. The total curriculum includes two-thirds of the studies in the Liberal Arts and one-third in Music.

A minor in Music and a minor in Music Industry is available to interested students by completing at least 21 units as indicated. Students interested in music as an elective may participate in various offerings of the Music Department including ensembles, individual instruction, or in the study of music as an art.

In addition the Music Department presents varieties of musical concerts, workshops, and other activities which enrich the quality of the educational and cultural life of the University and the community.

Mount Students have the opportunity to cross-register at UCLA for courses not offered at MSMU.

Requirements for Admission as a Music Major or Minor:

- Audition showing potential in the field of performance
- Theory examination for placement purposes
- Interview with designated department personnel
- Recommendations which indicate potential for music

Junior Standing

Music majors are given consideration for junior standing as part of the applied jury exam(s) at the end of the fourth semester. Junior standing is granted following careful review of specific requirements including: cumulative GPA, satisfactory progress in core music curriculum, (courses with grades lower than C must be retaken), student and professional organization membership, concert attendance, comparative repertoire studied and performed, ensemble participation, ability, and growth as a musician.

Senior Requirements

- MUS 146O: Senior Capstone Project: Students normally register for this course in spring of their senior year.
- Students with an emphasis in performance present a senior recital with scholarly program notes in lieu of a written thesis.
- Students with an emphasis in music history complete a written thesis.
- Students with an emphasis in music scoring for media submit a portfolio of their work.
- Students with an emphasis in music education are required to present a half-hour solo recital in addition to requirements specified by the Education Department.
- Students with an emphasis in music industry present a capstone project related to music industry.
- Students with an emphasis in music therapy present a capstone lecture recital related.

Music B.A. Degree

Coursework includes two-thirds of a student's studies in the Liberal Arts, and one-third in Music. Students select an emphasis on **Performance, Music History, Music Scoring for Media, Music Education, Music Industry, or Music Therapy.**

REQUIRED COURSES

Students may cross-register at UCLA for courses not offered at Mount Saint Mary's.

Core Music Courses

MUS 1A	Musicianship I: Harmony	3
	or	
MUS 101A	Musicianship I: Harmony	3
MUS 1B	Musicianship I: Solfege	1
	or	
MUS 101B	Musicianship I: Solfege	1
MUS 1C	Musicianship I: Harmony	3
	or	
MUS 101C	Musicianship I: Harmony	3

MUS 1D	Musicianship I: Solfege	1
	or	
MUS 101D	Musicianship I: Solfege	1
MUS 2A	Musicianship II: Harmony	3
	or	
MUS 102A	Musicianship II: Harmony	3
MUS 2B	Musicianship II: Solfege	1
	or	
MUS 102B	Musicianship II: Solfege	1
MUS 133	Form & Analysis	2
MUS 11	Functional Keyboard Skills	1
MUS 5	Music Practicum	0.5, 0.5
MUS 105	Music Practicum	0.5, 0.5
MUS 24A	Surveys of the History and Literature of Music	3
	or	
MUS 124A	Survey of the History and Literature of Music	3
MUS 24B	Surveys of the History and Literature of Music	3
	or	
MUS 124B	Surveys of the History and Literature of Music	3
MUS 131	Music Technology	2
MUS 139	Instrumental Conducting	2
	or	
MUS 140	Choral Techniques	2

MUS 11 required of all but applied keyboard students

Enrollment in a departmental ensemble each semester (select from the following)

MUS 23	Chamber Music	0-1
MUS 123	Chamber Music	0-1
MUS 60	Mount Orchestra	0-1
MUS 160	Mount Orchestra	0-1
MUS 19	Mount Chorus	0-1
MUS 119	Mount Chorus	0-1
MUS 21	Mount Singers	0-1
MUS 121	Mount Singers	0-1

MUS 165	Guitar Ensemble	0-1
MUS 70	Percussion Ensemble	0-1
MUS 170	Percussion Ensemble	0-1

Subtotal: 27

Jury examination each semester for students enrolled in Applied Music

PERFORMANCE EMPHASIS

Requirements

MUS 15	Applied Music (Maj)	1-3
	and/or	
MUS 115	Applied Music (Maj)	1-3
	1 unit each semester for a total of 8 units	

MUS 151	Pedgogy: Principles and Methods	2
MUS 1460	Special Projects in Music: Senior Project	1-3

Two units from the following

MUS 137	Diction for Singers	2
MUS 29	String Instruments: Introductory Techniques	1
MUS 27	Woodwind Instruments: Introductory Techniques	1
MUS 26	Brass and Percussion Instruments: Introductory Techniques	1

MUS 137 required of voice principals

Three units from the following

MUS 116	Music Cultures of the World	3
MUS 117	Women and Gender in Music	3
MUS 120	Rock Communities	3
MUS 142	American Musical Theater	3
MUS 144	Mariachi Music	3
MUS 145	Music and Violence	3

Subtotal: 16-18

MUSIC HISTORY EMPHASIS

Requirements

MUS 15	Applied Music (Maj)	1-3
	and/or	
MUS 115	Applied Music (Maj)	1-3

1 unit each semester for a total of 6 units

MUS 146O	Special Projects in Music: Senior Project	1-3
MUS 117	Women and Gender in Music	3
MUS 116	Music Cultures of the World	3
MUS 120	Rock Communities	3
MUS 144	Mariachi Music	3
MUS 145	Music and Violence	3

Subtotal: 22-24

MUSIC SCORING FOR MEDIA EMPHASIS

An emphasis consisting of Music and Film, Media & Communication

Music

MUS 15	Applied Music (Maj)	1-3
	and/or	
MUS 115	Applied Music (Maj)	1-3
	1 unit each semester for a total of 4 units	

MUS 135	Composition	2
MUS 134	Orchestration & Arranging	2
MUS 146E	Special Projects in Music: Music Scoring	3
MUS 146L	Special Projects in Music: Electronic Music Composition	3
MUS 146P	Special Projects in Music: Music Industry	3
MUS 146O	Special Projects in Music: Senior Project	1-3

Film and Media

FLM 152A	Music for Visual Media 1	3
	or	
FLM 152B	Music for Visual Media 2	3

Optional Electives

FLM 133	Music Culture and Broadcasting	3
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Subtotal: 21-23

Additional electives selected from upper division Music, or Film, Media & Communication courses

MUSIC EDUCATION EMPHASIS

In collaboration with the Secondary Teacher Preparation Program leading to a Single Teaching Credential

Requirements

MUS 15	Applied Music (Maj)	1-3
	or	
MUS 115	Applied Music (Maj)	1-3
	1 unit each semester for a total of 6 units	

MUS 151	Pedgogy: Principles and Methods	2
MUS 134	Orchestration & Arranging	2
MUS 146O	Special Projects in Music: Senior Project	1-3
MUS 147	Seminar in Music Education	2

Three units from the following

MUS 116	Music Cultures of the World	3
MUS 117	Women and Gender in Music	3
MUS 142	American Musical Theater	3

Seven additional music units which include

MUS 29	String Instruments: Introductory Techniques	1
MUS 27	Woodwind Instruments: Introductory Techniques	1
MUS 26	Brass and Percussion Instruments: Introductory Techniques	1

Four units in Secondary Applied Area (SAA) from

MUS 13	Applied Music (Non-Maj)	1-3
MUS 113	Applied Music (Non-Maj)	1-3

Subtotal: 23-25

The Music Education Emphasis is completed in collaboration with the Education Department. Consult the Education Department for requirements for single subject certification.

Summer School is recommended in order to complete the program requirements in 4 years.

MUSIC INDUSTRY EMPHASIS

The Music Industry emphasis offers a unique and innovative curriculum, combining interdisciplinary studies in musical, business and film & media with a focus on technology and entrepreneurship. This interdisciplinary program provides students with the fundamental tools necessary to establish

themselves, adapt and succeed in an industry that is constantly changing.

Requirements

MUS 153	Introduction to Music Industry	3
MUS 154	Music and Arts Entrepreneurship	3
MUS 15	Applied Music (Maj)	1-3
	or	
MUS 115	Applied Music (Maj)	1-3
	1 unit each semester for a total of 4 units	
MUS 1460	Special Projects in Music: Senior Project	1-3

Three units from the following

(Both recommended)

MUS 155	Introduction to Songwriting	3
FLM 138A	Audio Production & Recording Principles 1	3

Three units from the following

MUS 149	The Business of Music	3
BUS 145	Entrepreneurship	3

Two units from the following

MUS 156	Arts Management Practicum	2
MUS 157	Studio Techniques Practicum	2
MUS 158	Youth Orchestra Practicum and Outreach	2

Optional Electives

BUS 160	Principles of Marketing	3
BUS 139	Managing Non-Profit Organizations	3
FLM 138A	Audio Production & Recording Principles 1	3
FLM 152A	Music for Visual Media 1	3
MUS 134	Orchestration & Arranging	2
MUS 135	Composition	2

Subtotal: 19-21

MUSIC THERAPY EMPHASIS

The Bachelor of Arts in Music emphasis in Music Therapy is designed to prepare students for careers in the therapeutic applications of music. Completion of the program qualifies students to enroll in Masters Music Therapy equivalency programs as well as necessary preparation to take the national

examination needed to become a Board-Certified Music Therapist.

Requirements

MUS 15	Applied Music (Maj)	1-3
	or	
MUS 115	Applied Music (Maj)	1-3
	1 unit each semester for a total of 6 units	
MUS 146J	Special Projects in Music: Music Therapy	1-3
MUS 162	Functional Skills for Therapy & Lab	3
	or	
MUS 115	Applied Music (Maj)	1-3
	and	
MUS 134	Orchestration & Arranging	2
MUS 163	Music Therapy Improvisation	2
	or	
MUS 113	Applied Music (Non-Maj)	1-3
	and	
MUS 4A	Ukulele Class	1
MUS 166	Music Therapy Practicum	3
	or	
PSY 192	Practicum	3
MUS 164	Psychology of Music	3
	or	
PSY 145	Social Psychology	3
MUS 167	Influence on Music & Behavior	3
	or	
PSY 157	Brain and Behavior	3
MUS 1460	Special Projects in Music: Senior Project	1-3

Subtotal: 22-26

Plus General Education requirements (p. 55) and electives totaling 124 semester units, including the Language requirement.

*MUS 146O fulfills the capstone requirement for Music.

Music Minor**REQUIREMENTS****Required Courses**

MUS 1A	Musicianship I: Harmony	3
	or	
MUS 101A	Musicianship I: Harmony	3
MUS 1B	Musicianship I: Solfege	1
	or	
MUS 101B	Musicianship I: Solfege	1
MUS 1C	Musicianship I: Harmony	3
	or	
MUS 101C	Musicianship I: Harmony	3
MUS 1D	Musicianship I: Solfege	1
	or	
MUS 101D	Musicianship I: Solfege	1
MUS 13	Applied Music (Non-Maj)	1-3
	and/or	
MUS 113	Applied Music (Non-Maj)	1-3
	1 unit each semester for a total of 4 units	

Three units from the following

MUS 6	The Music Community: Exploring Sound and Meaning	3
MUS 106	The Music Community: Exploring Sound and Meaning	3
MUS 24A	Surveys of the History and Literature of Music	3
MUS 124A	Survey of the History and Literature of Music	3
MUS 24B	Surveys of the History and Literature of Music	3

MUS 124B	Surveys of the History and Literature of Music	3
MUS 42	American Musical Theater	3
MUS 142	American Musical Theater	3
MUS 16	Music Cultures of the World	3
MUS 116	Music Cultures of the World	3
MUS 17	Women and Gender in Music	3
MUS 117	Women and Gender in Music	3
MUS 120	Rock Communities	3
MUS 144	Mariachi Music	3
MUS 145	Music and Violence	3

Enrollment in a departmental ensemble each semester (select from the following)

MUS 23	Chamber Music	0-1
MUS 123	Chamber Music	0-1
MUS 60	Mount Orchestra	0-1
MUS 160	Mount Orchestra	0-1
MUS 19	Mount Chorus	0-1
MUS 119	Mount Chorus	0-1
MUS 21	Mount Singers	0-1
MUS 121	Mount Singers	0-1
MUS 165	Guitar Ensemble	0-1
MUS 70	Percussion Ensemble	0-1
MUS 170	Percussion Ensemble	0-1

Plus Music Elective Courses for a total of 21 units

Subtotal: 21

Music Industry Minor

A minor in music industry is available to music and business majors who wish to gain and expand both theoretical and practical skills needed to work in the music industry.

This minor will be especially attractive to music students who want to acquire the business and legal knowledge necessary for success in the music industry and will be equally attractive to business students who need a greater understanding and appreciation of music to pursue careers in the music industry.

REQUIREMENTS**Required Courses**

MUS 3	Discovering Music Fundamentals	3
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MUS 131	Music Technology	2
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If a student places out of MUS 3 they will enroll in MUS 1A and MUS 1B

Six units from the following

MUS 153	Introduction to Music Industry	3
MUS 149	The Business of Music	3
BUS 145	Entrepreneurship	3
MUS 154	Music and Arts Entrepreneurship	3

BUS 4 is a prerequisite for BUS 145

Three units from the following

MUS 106	The Music Community: Exploring Sound and Meaning	3
MUS 117	Women and Gender in Music	3
MUS 116	Music Cultures of the World	3
MUS 142	American Musical Theater	3
MUS 120	Rock Communities	3
MUS 124A	Survey of the History and Literature of Music	3
MUS 124B	Surveys of the History and Literature of Music	3
MUS 144	Mariachi Music	3
MUS 145	Music and Violence	3

Elective Courses

Complete 7 units from the following

MUS 7	Voice Class	1
MUS 13	Applied Music (Non-Maj)	1-3
MUS 113	Applied Music (Non-Maj)	1-3
MUS 119	Mount Chorus	0-1
MUS 160	Mount Orchestra	0-1
MUS 165	Guitar Ensemble	0-1
MUS 170	Percussion Ensemble	0-1
MUS 155	Introduction to Songwriting	3

Subtotal: 21

Nursing

The University offers Associate, Baccalaureate, and Masters degree programs with majors in nursing that provide options for career mobility.

The Associate's Degree in Nursing meets the standards for and has been approved by the California Board of Registered Nursing, leading to the California RN license. Mount Saint Mary's is in the process of researching program professional licensure standards in other states.

The Bachelor's Degree in Nursing meets the standards for and has been approved by the California Board of Registered Nursing, leading to the California RN license. Mount Saint Mary's is in the process of researching program professional licensure standards in other states.

The Adult-Gerontology Clinical Nurse Specialist track in the MSN program conforms to the California Board of Registered Nursing's requirements for California Clinical Nurse Specialist Certification. Mount Saint Mary's is in the process of researching program professional licensure standards in other states.

Philosophy

Mount Saint Mary's University is an academic community committed to continuing exploration of our relationship to God, to other persons, and to nature. This exploration takes the form of programs devoted to excellence in the liberal arts and career preparation with a special focus on educating women for participation and leadership in our society and our time. The Catholic tradition of the University offers a value orientation for the student's personal and professional life, giving the motivation for a Christian commitment that views professional life as service.

Nursing is a service to humanity. It is a profession committed to: the promotion and restoration of health; the prevention of illness of individuals, families, groups, and communities; and support for a dignified death. It is the science whose main concern involves the life processes that positively affect the health status and integrity of persons, families, and groups. These life processes involve physiological, sociological, and spiritual life components. A focus on the interaction of these components delineates nursing science.

The Department of Nursing functions within the philosophy of the University and has developed a curriculum on the Roy Adaptation Model of Nursing. The Adaptation Model recognizes that a person is a bio-psycho-social-spiritual being in constant interaction with a dynamic and complex world. Humans possess both innate and acquired mechanisms which, in health, enable coping with the complex internal and external environment. In times of stress, these coping mechanisms may be disrupted. The ability to adapt to the internal and external environment at this time affects the person's position on the health-illness continuum. The promotion of adaptation in the direction of health depends upon an educational program which prepares the student to

understand the person as a total being, to recognize and respect human values, and to utilize a scientific process within the framework of the adaptation model.

The goal of nursing is directing, maintaining, and reinforcing the adaptation of person, families, and groups toward optimal health.

The process involves:

- Assessing the factors that influence the position on the illness continuum, the factors that influence the position, and the effectiveness of the coping mechanisms.
- Determining the actual or potential health problem(s).
- Establishing mutually acceptable goals.
- Intervening by promoting adaptation through the modification of influencing factors and/or increasing the response in the coping potential.
- Evaluating the position on the health-illness continuum to reaffirm and/or modify interventions.

Each student enters the nursing program with a unique background for potential growth. Students are active learners. Learning progresses from novice to beginning level practitioner in a variety of settings from simple to complex. Because each student is unique with different learning potentials and different critical thinking skills, the expectation is that the student will seek assistance and demonstrate growth at all stages of learning. The extent to which this distinct potential is achieved is determined by behavioral changes which are observed and evaluated in the context of the expected outcomes of the learning process.

The faculty believe the program has different levels of competencies for students to achieve their distinct potential. Options to select entry levels to promote career mobility are offered.

The faculty believe providing a supportive environment enhances learning at each level of the program. The faculty act as role models and therefore must be clinically competent and professionally active. In addition, they assume responsibility for individual advisement of nursing majors and provide opportunities for assistance in the event of academic difficulties.

Nursing Major Policy on Admission/Progression: Essential Performance Standards

American with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) of 1990 was instituted by Congress to prohibit discrimination against qualified individuals with disabilities. Schools of nursing and state university systems, like other state and federally funded

entities, are required to comply with the stipulations of the ADA. The ADA defines a qualified individual with a disability as an individual with a disability who, with or without reasonable accommodation, can perform the essential functions of the employment position that such individual holds or desires. In addition, the Rehabilitation Act of 1973 prohibits discrimination in admissions of a qualified person with disabilities.

ADA and the Rehabilitation Act of 1973 eligibility requirements vary depending on the type of services, activities, and functions needed in particular areas. The practice of nursing is an applied discipline with cognitive, sensory, affective, and motor components. Hence, students must be able to perform the functions which are necessary for the safe practice of nursing and essential to the licensing standards with or without reasonable accommodations in order to be admitted to or progress in the nursing program at Mount Saint Mary's University.

Core Performance Standards

1. Ability to think critically, such that the student can begin to make clinical decisions, identify cause-and-effect relationships with clinical data, and develop nursing care plans.
2. Ability to demonstrate interpersonal abilities such that the student can appropriately interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.
3. Ability to clearly communicate in verbal and written forms such that students can communicate nursing actions, interpret client responses, initiate health teaching, document and understand nursing activities, and interact with clients, staff and faculty supervisors.
4. Ability to maneuver in small spaces and move from one place to another such that the student can move around in clients' rooms and bathrooms, into and out of work spaces, access treatment areas, and procure needed emergency materials when indicated. While health care agencies must meet ADA physical access standards, potential clients with equipment may limit the amount of available space in which to move.
5. Ability to demonstrate gross and fine motor skills sufficient to provide safe and effective nursing care such that the student can move and position clients in and out of bed, ambulate and transport patients, calibrate and use equipment, and perform cardiopulmonary resuscitation.
6. Ability to hear well enough to monitor and assess clients' health needs such that the student can hear cries for help,

alarms on equipment, emergency signals, breath and heart sounds on auscultation, and various overhead codes.

7. Ability to see well enough to observe and assess clients' health status and changes in condition such that the student could see grimacing, movement, changes in skin color, rashes, and other observed client changes or responses.
8. Ability to have tactile capabilities sufficient for physical assessment such that the student could successfully perform palpation, note changes in skin temperature, perform skills related to therapeutic activities and identify by touch other changes in client condition.

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For students who have met the criteria or wish to be considered for accommodation must meet with the Director of the Learning Resource Center. A document on University letterhead listing the accommodations must be provided to the instructor the first day of class.

In appropriately documented cases, every effort will be made to adapt the delivery of curriculum, including assessment requirements and processes for developing academic skills, to accommodate and meet the needs of the student with documented disabilities. At the same time, the Department honors and respects the ethical responsibility of faculty to ensure the safety and competence of our graduates as well as the safety of their patients. Adaptations to normal course requirements will not be made if to do so would compromise the essential nature of any course, or would disregard skills or knowledge deemed essential for the competent practice of the entry level nurse. Additionally, at no time will an accommodation be made that might compromise the safety of the consuming public.

Department of Nursing Policies

Policies apply to each nursing program

Nursing focuses on prevention and promotion of health. Students admitted to and progressing through Mount Saint Mary's University Nursing Program are strongly encouraged to engage in health practices which model those they are teaching to patients. Prior to enrollment in the first nursing course, students will be informed of the nursing department health policies.

Every student admitted to the nursing courses must have completed the following health data. Clinical agencies will not accept a student who has not met all of the following health requirements:

- Past medical history on which the student attests that physical and emotional health are such as to allow for full participation in both clinical and theoretical components of the nursing curriculum.
- Physical examination, including a visual screening, urinalysis, and complete blood count, must be completed by a licensed physician, certified nurse practitioner, or physician's assistant annually.
- A two-step PPD/Mantoux skin test for Tuberculosis is required on admission to the nursing program. Then annual testing is required. If the student tests positive or has previously tested positive, a chest x-ray is required every year.
- A flu vaccine is required annually, unless contraindicated or a waiver is signed. For some clinical agencies the student must follow the clinical agencies protocol when not vaccinated (ie restricting direct patient contact, care, or wearing an mask with direct patient care).

Immunizations Required for Nursing Programs

- Polio – Series of three doses for those under 18 years of age.
- Measles/Mumps/Rubella (MMR) – If born in 1957 or later, the student must have two doses, with at least one since 1980. Students born prior to 1957 may either have one dose or demonstrate proof of immunity through titers or have two doses.
- Tetanus, Diphtheria, and Pertussis (TDaP).
- Hepatitis B – Unless the student can demonstrate immunity through a titer, all nursing majors must have completed at least two of three shots prior to beginning clinical. The second shot is given one month after the first, and the third shot is due six months after the first.

Titers Required for Nursing Programs

- Measles: demonstrate immunity through serological testing or be immunized for rubella, rubeola, mumps
- Varicella (chicken pox) Titer: If the result is negative, two doses of a varicella vaccine are required one month apart.
- Hepatitis B Titer: After the third shot of the hepatitis B series is completed, the student must demonstrate proof of immunity. A Hepatitis IGG AB titer is drawn a minimum of 30 days after the 3rd shot is received. If the titer is negative, a fourth vaccine may be required with a repeat titer after 30 days. If the titer continues to be negative it is recommended for the student to have a medical evaluation to determine the efficacy of further Hepatitis B immunization.

If a student is not able to comply with these health requirements, the student must obtain a written statement to this effect from her/his licensed healthcare provider and submit it to the Nursing Department.

Health Policies for Students

Students have the responsibility of disclosing any temporary health condition, which may hamper their ability to perform the essential performance standards. A written medical release from their health care practitioner must be submitted to the Nursing Department prior to returning to the clinical area.

Clinical agencies may have requirements other than those above. If so, students will be instructed to obtain the necessary tests. The student is not allowed to participate in clinical experiences if the healthcare screening process is not completed prior to the start of the clinical rotation.

A student with a health condition (i.e., pregnancy, seizure disorder, HIV positive, diabetes, infectious disease, emotional problems, etc.) that may have a safety consideration must immediately notify the clinical instructor so that assignment modification can be made as necessary. The Department of Nursing has the responsibility to determine those health issues that may interfere with the student's progress in the clinical area.

To ensure success in the program, all students with documented disabilities must inform each nursing instructor at the beginning of each course, so that reasonable accommodations can be made.

Criminal Background Checks for Clinical Placement Policy Required for Nursing Programs

To comply with clinical agency requirements, nursing students are required to have a clear criminal background check to participate in placement(s) at clinical facilities. Background checks are required for registration in clinical nursing courses. The initial background check satisfies this requirement during continuous enrollment in the program. Should your educational process be interrupted, a new background check will be required. Students under 18 years of age are exempt from this requirement.

- **Individual degree options may have additional requirements, and are subject to change.**

Religious Policy

Mount Saint Mary's University acknowledges the diversity of its students and respects the rights of students to observe their religious beliefs and practices in response to a formal written student request. However, accommodations cannot be guaranteed in instances where such would create an undue

burden on faculty, a disproportionate negative effect on other students who are participating in the scheduled educational activity, or jeopardize patient care.

Procedure: Students beginning new programs or courses of study will be advised by that department as to university-, program- or course-specific procedures that should be followed to obtain an accommodation for religious practices or observances. Students are encouraged to be proactive in reviewing university-, program- and course-specific assignments/activities in advance of matriculation/registration to determine whether these requirements might in some way conflict with their religious beliefs, practices or observances. Should such conflicts be in evidence, students should discuss possible options with the appropriate university official or faculty member. Reasonable accommodations may not be feasible in instances where there is a direct and insurmountable conflict between religious beliefs or observances and requirements of a given program.

It is the student's responsibility to make arrangements with the course instructor or program director as soon as possible, but no less than 30 days in advance of the religious holiday during which the student is requesting to be absent. It is also the student's responsibility to meet all course obligations. Such requests are required for any and all educational activities scheduled for the date(s) in question, e.g. classroom exercises, laboratory assignments, exams, clinical/experiential assignments, etc. Finally, students are obligated to abide by the policies and procedures on religious practices and observances of any given patient-care institution (i.e., hospital, clinical setting) in which they are completing a portion of their educational experience. If a potential conflict between a student's religious beliefs, practices or observations and institutional policy is identified, the student is to bring such to the attention of the program director as soon as possible.

It is the course instructor or program director's responsibility to negotiate with a student the parameters of reasonable accommodations. The accommodations should be not more difficult than the originally scheduled activity or assignment. Instructors or program directors are not obligated to provide materials or experiences to students that would not normally be provided to all other students. In the event a student and instructor or program director cannot reach an agreement regarding reasonable accommodations, the student may request a review of the request by a designated university official. The decision of the designated university official will be final.

Associate in Arts Degree Major in Nursing (ADN)

The Associate's Degree in Nursing meets the standards for and has been approved by the California Board of Registered Nursing, leading to the California RN license. Mount Saint Mary's is in the process of researching program professional licensure standards in other states.

ADN Program Objectives

Upon completion of the program, the student will have met the following objectives:

Provider of Care

1. Utilize Roy Adaptation Model to:
 - Recognize, assess and define the factors influencing the person's/family's adaptive level, adaptive response, and consequent position of the health-illness continuum;
 - Identify, assess and validate the person's/family's adaptive level and response;
 - Define patient/client goals based upon a clear analysis and synthesis of data in collaboration with patient, nursing and other disciplines;
 - Define and perform those nursing interventions which affect the patient/client goals;
 - Evaluate the consequences of nursing interventions in terms of the person's/family's behavioral change and the achievement of both patient/client and nursing goals, and modify those nursing actions, if desired adaptive outcomes are not achieved.
1. Utilize the nursing process as a scientific method.
2. Utilize knowledge of health-illness (normal/disruption) as it pertains to patient/client care.
3. Demonstrate competency in common nursing procedures.

Communicator

1. Utilize effective communication skills with clients and peers.
 - Use communication skills as a method of data collection, nursing intervention and evaluation of care.
 - Communicate and record assessments, nursing care plans, interventions and evaluations within the protocol of the institution.
1. Client Teacher
 - Apply principles of the teaching/learning process.
 - Develop short-range teaching plans based on the learning process.

1. Manager of Client Care
 - Function effectively as a member of health care team.
 - Utilize basic leadership skills in practice, based on small group patient care management and primary nursing.
1. Membership within the profession of Nursing
 - Make judgments based on moral, ethical, and legal principles.
 - Continue to evaluate and enhance personal and professional behavior.
 - Assume responsibility for self-development and use resources for continued learning.
 - Maintain the role of the nurse as a patient advocate.

Upon completion of the program, the student is eligible to take the California State Board examination for registered nurses (R.N.) licensure.

ADN Program Admission Policy

In addition to meeting the general admission requirements, acceptance into the Department of Nursing is determined by the Admission Committee of the department/program. Admission is based upon a consideration of the student's academic achievement, University Entrance Examination scores and previous university experience (if any).

In order to be eligible for review, applicants must be admitted to the University and then fulfill the nursing admission requirements. Admission to the ADN Program is considered for the fall semester and for spring semester with a specific deadline for each semester. Admission is based on:

- Completed application form
- Satisfactory fulfillment of pre-requisite classes
- Cumulative GPA of at least 2.75
- Cumulative Science GPA of at least 2.50
- Letters of reference
- Passing score on the nursing entrance examination

Personal interviews may be scheduled for qualified applicants admitted directly to the ADN Program. Students admitted

as Pre-Nursing will not be asked to interview until the point of admission into the nursing program.

Priority is given to students who:

- Meet the required criteria.
- Have a cumulative GPA of 2.75 for all transferable college work attempted.
- A GPA of 2.50 for university science courses is required for admission to the nursing program. The science GPA will consist of grades received from scientific concepts or chemistry, anatomy, physiology, and microbiology.
- A student may repeat a course required for the nursing major no more than once. Failure (C- and below) of any two required science or pre-requisite courses results in non-admission.
- A student may repeat the nursing entrance examination no more than once. Failure to meet the required benchmark results in non-admission.

Candidates who have 30 units of general education requirements completed (except RST 41) prior to admission may be admitted into the first year of the nursing program.

LVNs who have met the admission requirements for the ADN program must notify Admissions and Advisement of their intent to pursue the Mobility Option prior to their admission into the program. In the Mobility Option, LVNs are awarded 10 units of nursing course credits (NUR 23 series, NUR 24 series, and NUR 30). Successful completion of NUR 20 is required during the first semester session for continuation in the LVN Mobility Option.

A non-degree option is available for LVNs who meet the university entrance requirements. The student is eligible to take the NCLEX-RN examination for the registered nurse licensure after completing 29 units of prescribed courses. The student is not awarded a degree from Mount Saint Mary's University. The same admission policy applies to individuals wishing to pursue the 30-unit option.

Candidates with previous Registered Nursing education may be given transfer credit for previous nursing courses equivalent to the Nursing Department courses. Admission of these candidates will be on a probationary status. The student must have a cumulative GPA of 2.75 or better in the nursing courses for admission consideration. A minimum of 18 units of nursing courses must be completed during the last two semesters at Mount Saint Mary's University. Candidates who have taken courses related to nursing with a theoretical foundation and are currently practicing in the healthcare setting (i.e., CNA, Respiratory Tech, Hemodialysis Tech,

LPT) may challenge specific courses. The student must make an appointment with the Program Director to discuss this option and his/her qualifications.

ADN Program Academic Policy

The faculty of the Department of Nursing has the right and the responsibility for judging and evaluating the quality of the student's achievement, both in the mastery of theoretical content and in clinical competence.

Notice of academic difficulty, probation, or dismissal is used when deemed necessary. A grade below C (2.0) in a course (Nursing or General Education) is considered a failed course and must be repeated. A student may have only one failed course during the entire nursing program. A student may repeat only one failed course in the entire program. A second failed course or a failed repeated course results in dismissal from the program. A failure of more than one course in a series of courses (e.g., NUR 24, 24A, 24L, 25) taken concurrently, counts as one failed course. If a student's level of clinical practice is unsatisfactory or unsafe, the student may fail before the end of the semester.

Readmission may be granted by special action of the ADN Admission Committee, per the ADN Program readmission policy. Students seeking readmission must reapply via the admissions online process within one year of termination. Any subsequent course failure will result in termination from the ADN Program without consideration of future readmission. Readmission of a student who was dismissed from the nursing program due to unsafe practice is not permitted.

Prior to admission to the ADN program, a nursing entrance examination is administered, i.e., ATI TEAS test. The score benchmark for the ADN Program as determined by the ATI norming process must be achieved. Students who score below the passing score are recommended to utilize a remediation program prior to retaking the test. A student may retest only once. The purpose of this test is to determine the student's knowledge related to math, English, sciences and critical thinking.

During the clinical portion of the program, students must carry malpractice insurance, have a current CPR card (American Heart Association (AHA) Health Care Provider or BCLS/Professional Rescuer CPR), and an LA City fire safety card.

Dosage Calculation Examination: Accurate calculation of drug dosages is a skill that is necessary for the safe and effective practice of nursing. Serious harm to a client can result from math errors. Incorrectly calculated or measured dosages are the leading cause of error in the administration of medications. A drug error is a violation of a

client's rights. Therefore, it is extremely important that nurses and nursing students demonstrate competence in such calculations. A dosage calculations exam will be given regularly throughout the curriculum. A minimum 100% score is required on this test. If a score of less than 100% is achieved, a second test will be given. The second test must be passed with 100% proficiency to remain in this course. If unsuccessful on the second attempt the student must drop the theory, skills lab, and clinical courses for that session. If in a subsequent course the math proficiency test is not passed at the 100% benchmark, the student may be disqualified from the program.

ADN/RN to BSN Bridge Program

Mount Saint Mary's University ADN/RN to BSN Bridge Program is intended for ADN candidates with the intention to proceed to the RN-BSN program. Upon admission to the ADN program, self-declared bridge students will sign a letter of commitment and take RST 149 during the summer of their ADN program as a bridge to the RN-BSN program. After successful completion of the ADN program, students who meet RN-BSN eligibility will sign the inter-program change (IPC) form for the RN-BSN program.

AA Degree Curriculum Prerequisite Requirements A.D.N. Program

PREREQUISITE REQUIREMENTS FOR A.D.N. PROGRAM

Pre-Nursing

CHE 3	Foundations of Chemistry	3
	or	
PHS 1	Scientific Concepts	3
BIO 50A	Human Anatomy	3
BIO 50AL	Human Anatomy Laboratory	1
BIO 50B	Human Physiology	3
BIO 50BL	Human Physiology Laboratory	1
BIO 3	General Microbiology	3
BIO 3L	General Microbiology Lab	1
ENG 1A	Freshman English	3
ENG 1B	Freshman English	3
SPE 10	Introduction to Communication	2
PSY 1	Introduction to Psychology	3
PSY 12	Lifespan/Human Development	3
	or	

PSY 15	Global Lifespan Development	3
PHI 10	Critical Thinking	3
	or	
PHI 5	Introduction to Logic	3
RST 41	Introduction to Christian Ethics	3
	or	
PHI 21	Moral Values and Ethical Decisions	3
SOC 1	Introduction to Sociology	3
ART 5	Fundamentals of Art	3
MTH 10	Quantitative Reasoning and Mathematical Ideas	3

MTH 10, BIO 50A (p. 246), BIO 50AL (p. 246), BIO 50B (p. 247), BIO 50BL (p. 247), BIO 3 (p. 246) and BIO 3L (p. 246); Must have been completed within five years prior to admission

RST 41 (p. 422): Must be completed within the first academic year in the nursing program or if transferred in prior to admissions must meet the nursing department requirements for bioethics as an upper division course.

Those wishing to apply to the A.D.N program may choose to fulfill the pre-requisite courses at Mount Saint Mary's University. Admission to this Pre-ADN component is based on.

- High school transcript
- SAT or ACT test scores and
- College transcripts showing satisfactory completion of ENG 1A, PSY 1, and one general education course

AA Degree Curriculum Requirements A.D.N. Program

FIRST YEAR

Courses

NUR 20	Adaptation Model Nursing Theory	2
NUR 23	Principles and Practice of Nursing Skills	2
NUR 23L	Principles and Practice of Nursing Skills	1
NUR 24	Adult Adaptation Nursing I	2
NUR 26	Adult Adaptation Nursing II	2
NUR 24A	Medical-Surgical Principles and Practice Of Skills I	0.5

NUR 24L	Medical-Surgical Principles and Practice Of Skills I	0.5
NUR 26A	Medical-Surgical Principles and Practice Of Skills II	0.5
NUR 26L	Medical-Surgical Principles and Practice Of Skills II	0.5
NUR 25	Medical-Surgical Practicum I	2
NUR 27	Medical-Surgical Nursing Practicum II	2
NUR 28	Adult and Adolescent Mental Health Adaptation	2
NUR 28A	Principles and Practice of Advanced Interpersonal Skills	1
NUR 29	Mental Health Practicum	2
NUR 30	Pharmacology	2
NUR 31	Children: Adaptation	2
NUR 32	Children: Practicum	2

SUMMER

Option

Specialties are subject to change at times when students have progressed to taking a specialty. During summer sessions students whom have advanced to specialties may or may not need to increase their units for financial aid. In the case that units are required, students may register for an upper division course that will meet requirements for RN to BSN option if they choose. An appointment with the RN to BSN advisor may need to be scheduled to select an appropriate course.

SECOND YEAR

Courses

NUR 33	Professional and Management Issues in Nursing	2
NUR 35	Childbearing: Adaptation	2
NUR 36	Childbearing: Practicum	2
NUR 37	Gerontological Nursing: Adaptation	2
NUR 38	Gerontological Nursing: Practicum	2
NUR 46	Adult Adaptation Nursing III	2
NUR 47	Medical-Surgical Nursing Practicum III	2
NUR 48	Professional Nursing Practicum	2

LVN Mobility Option Curriculum Requirements A.D.N. Program

Prerequisites to beginning nursing courses for LVNs are the same AA Degree Curriculum Requirements

Same as AA Degree curriculum requirement.

FIRST YEAR

Courses

NUR 20	Adaptation Model Nursing Theory	2
NUR 26	Adult Adaptation Nursing II	2
NUR 26A	Medical-Surgical Principles and Practice Of Skills II	0.5
NUR 26L	Medical-Surgical Principles and Practice Of Skills II	0.5
NUR 27	Medical-Surgical Nursing Practicum II	2
NUR 28	Adult and Adolescent Mental Health Adaptation	2
NUR 28A	Principles and Practice of Advanced Interpersonal Skills	1
NUR 29	Mental Health Practicum	2
NUR 31	Children: Adaptation	2
NUR 32	Children: Practicum	2

SUMMER

Option

Specialties are subject to change at times when students have progressed to taking a specialty. During summer sessions students whom have advanced to specialties may or may not need to increase their units for financial aid. In the case units are required students may register for an upper division course that will meet requirements for RN to BSN option if they choose. An appointment with the RN to BSN advisor may need to be scheduled to select an appropriate course.

SECOND YEAR

Courses

NUR 33	Professional and Management Issues in Nursing	2
NUR 35	Childbearing: Adaptation	2
NUR 36	Childbearing: Practicum	2
NUR 37	Gerontological Nursing: Adaptation	2
NUR 38	Gerontological Nursing: Practicum	2
NUR 46	Adult Adaptation Nursing III	2
NUR 47	Medical-Surgical Nursing Practicum III	2
NUR 48	Professional Nursing Practicum	2

LVN 30 Units Non-Degree Option Curriculum Requirements

FIRST YEAR**First Year**

BIO 50B	Human Physiology	3
BIO 50BL	Human Physiology Laboratory	1
BIO 3	General Microbiology	3
BIO 3L	General Microbiology Lab	1
NUR 20	Adaptation Model Nursing Theory	2
NUR 28	Adult and Adolescent Mental Health Adaptation	2
NUR 28A	Principles and Practice of Advanced Interpersonal Skills	1
NUR 29	Mental Health Practicum	2
NUR 30	Pharmacology	2

SECOND YEAR**Second Year**

NUR 33	Professional and Management Issues in Nursing	2
NUR 37	Gerontological Nursing: Adaptation	2
NUR 38	Gerontological Nursing: Practicum	2
NUR 46	Adult Adaptation Nursing III	2
NUR 47	Medical-Surgical Nursing Practicum III	2
NUR 48	Professional Nursing Practicum	2

Total units required for California RN Licensure Exam: 29

RN to BSN Completion Program**RN to BSN Completion Program - Major in Nursing**

The RN to Bachelor of Science Degree Completion Program offers a nontraditional approach for Associate Degree Nurses (ADN) to pursue a Bachelor's of Science in Nursing (BSN) Degree in as little as three (3) semesters. The program is offered at the Doheny Campus and admits twice per year: Fall and Spring.

The Program is designed so that RN's can work while continuing their nursing education. Each cohort is conveniently planned to offer classes in a 100% Online format or a Hybrid format, which will meet on campus 3 times on a week day. However, during semester 1 and semester 2 there is a clinical component, which will be held during the week. All General Education requirements will be taken in the Weekend/Evening College.

Students considered for this program must hold a valid California RN license and have an overall GPA of 2.8 on a 4.0 scale. Applicants that do not hold a valid California RN license may be admitted as a Pre-RN to BSN student for (1) one semester while preparing to take the licensure exam. Individual advisement is required for all students to establish a plan of study to achieve a BSN.

Program Objectives

1. Integrate critical thinking, knowledge, and skills from the liberal arts and nursing courses to provide care that is safe and ethical.
2. Use the Roy Adaptation Model as a scientific method to deliver nursing care to persons, families, groups, and populations.
3. Implement holistic, evidence-based patient/family centered care.
4. Demonstrate the application of psychomotor skills for the efficient, safe, and compassionate delivery of patient care across practice settings.
5. Communicate and advocate effectively with all members of the healthcare team, including the patient and patient's support networks.
6. Provide health education that reflects variances in individuals, groups, and populations.
7. Implement patient and family care around palliative and end-of-life care issues.
8. Apply clinical judgment and accountability for patient outcomes when delegating to and supervising other members of the healthcare team.
9. Create a beginning understanding of complementary and alternative modalities and their role in healthcare.
10. Create a culture of respect for the diversity among the client continuum (patient, family, groups, and global populations).
11. Apply leadership concepts, skills, and decision-making in the delivery of safe and high quality care in a variety of settings.
12. Incorporate ethical and legal principles to safely manage care of individuals, families, groups, and populations.

Program Admission Policy

Please refer to university application deadline dates. All applicants must have an advisement session prior to admission regardless of how they enter the program. Applications to the program may be submitted two ways:

1. A student who has obtained an ADN from Mount Saint Mary's University with a GPA of 2.8 or better and has had no break between obtaining the degree and starting the RN to BSN program may complete a Program Change Application form. The form will be available from the RN to BSN advisor. No University application is required.
2. All other students must apply to the University for the RN to BSN completion program.

In order to be eligible for review, applicants must be admitted to the University and then fulfill the nursing admission requirements. Admission to the RN to BSN Completion Program is considered for the fall semester and for spring semester with a specific deadline for each semester. Admission is based on:

- Completed application
- Satisfactory fulfillment of pre-requisite classes
- Official college transcripts from every college attended
- Cumulative GPA of at least 2.8
- Cumulative Science GPA of at least 2.50
- Letters of reference
- Unencumbered, valid, active, RN license in the state of California.

Personal interviews may be scheduled for qualified applicants admitted directly to the RN to BSN Program.

Priority is given to students who:

- Meet the required criteria.
- Have a cumulative GPA of 2.8 for all transferable college work attempted.
- A GPA of 2.50 for college science courses is required for admission to the nursing program. The science GPA will consist of grades received from anatomy, physiology, microbiology and chemistry or scientific concepts.
- A student may repeat a course required for the nursing major no more than once. Failure (C- and below) of any two required science or pre-requisite courses results in non-admission.

RN to BSN Program Transfer of Credit

Transfer Credit

Credit for courses taken at other accredited colleges or universities is transferable provided that the transferred

courses satisfy curriculum requirements at Mount Saint Mary's University. A maximum of 70 lower division (or equivalent) semester units for course work taken in a regionally accredited college is transferable toward the Baccalaureate degree (see Advanced Standing section in the University Catalog). Students must discuss with the RN to BSN advisor all courses to be transferred in for credit. Forms and approvals must be completed prior to starting the program.

RN to BSN Program Entrance Requirement

Students consideration admission, must have the following completed by the first semester:

Necessary health forms and immunizations

Have a current CPR card (American Heart Association Health Care Provider BLS)

Have a fire safety card

Carry malpractice insurance

Complete a criminal background check as outlined in clinical policies

Drug screening prior to the start of coursework, and annually thereafter

Cost/Financial Aid

The cost of the program depends on tuition (found on the university website) and what courses students can transfer in that does not exceed the 70 unit limit. Students will need advisement to determine their plan of study prior to starting the program to ensure the correct numbers of General Education requirements are met. Students are encouraged to apply for financial aid and external scholarships.

General Education Courses

Students will receive credit for all General Education courses completed in the ADN program. In addition, students must complete 18 semester units of general education courses while enrolled in the RN-BSN program.

Credit for Nursing Courses

When a student is licensed to practice as a Registered Nurse in the state of California, credit for courses equivalent to MSMU lower division nursing courses are transferable. The courses must have been completed through an accredited junior or senior college to be accepted as transfer units. With a satisfactory rating on the Validation of Clinical Competence form, 27 units of upper division credit may be awarded for

courses. The 27 semester units of upper division units is awarded for the following equivalent course work.

COURSE WORK

Courses

NUR 30	Pharmacology	2
NUR 28	Adult and Adolescent Mental Health Adaptation	2
NUR 28A	Principles and Practice of Advanced Interpersonal Skills	1
NUR 29	Mental Health Practicum	2
NUR 31	Children: Adaptation	2
NUR 32	Children: Practicum	2
NUR 35	Childbearing: Adaptation	2
NUR 36	Childbearing: Practicum	2
NUR 37	Gerontological Nursing: Adaptation	2
NUR 38	Gerontological Nursing: Practicum	2
NUR 46	Adult Adaptation Nursing III	2
NUR 47	Medical-Surgical Nursing Practicum III	2
NUR 33	Professional and Management Issues in Nursing	2
NUR 48	Professional Nursing Practicum	2

Subtotal: 27

RN TO BSN COMPLETION COURSEWORK

All Nursing courses in the program must be taken at Mount Saint Mary's University. A plan of study is listed below:

1st Semester

NUR 101	Role Transition & Professional Nursing Practice	2
NUR 108	Health Assessment	3
NUR 109	Alterations in Human Health & Wellness	3
	Spirit of the Founders - RST 149	3
	Community (Any course that meets)	3

Subtotal: 14

2nd Semester

NUR 111	Leadership & Healthcare Policy	2
NUR 112	Leadership Practicum	2
NUR 168	Integrative Theory and Practices	1.5

NUR 169	Palliative Care	1.5
PSY 40	Basic Statistical Methods	3
	or	
SOC 38	Statistics for Social Science	3
	Global Awareness & Understanding (Any Global Course except RST)	3
	Women & Gender (Any course that meets)	3

Subtotal: 16

3rd Semester

NUR 120	Community and Public Health Nursing	2
NUR 121	Community and Public Health Practicum	2
NUR 133	Nursing Evidenced-Based Practice and Informatics	3
	Integrative Scholarship (Any 2 courses that meets)	6

Subtotal: 13

The total number of units required for the BSN degree is a minimum of 124 units which must include a minimum of 45 upper division units. In addition a student must complete all university general education and nursing major requirements.

*NUR 133 fulfills the capstone requirement for RN-BSN.

MT SAC MSMU RN to BSN Program

MT SAC MSMU RN TO BSN PROGRAM

The RN to Bachelor of Science Degree Completion Program offers a nontraditional approach for graduates of the Mount San Antonio College (Mt. SAC) Associate Degree in Nursing (ADN) to pursue a Bachelor's of Science in Nursing (BSN) Degree in as little as three (3) semesters. The program is offered at the Mt. SAC Campus and admits once per year: Fall.

The Program is designed so that RN's can work while continuing their nursing education. Nursing courses may be offered in a 100% Online format or a Hybrid format. However, for the Spring and Summer semesters there is a clinical component, which will be held during the week. All upper division General Education requirements will be offered onsite or online through MSMU, or can be taken with the Weekend/Evening College.

Students considered for this program must hold a valid California RN license and have an overall GPA of 2.8 on a 4.0 scale. Applicants that do not hold a valid California RN license may be admitted as a Pre-RN to BSN student for (1) one semester while preparing to take the licensure exam. Individual advisement is required for all students to establish a plan of study to achieve a BSN.

Program Objectives

1. Integrate critical thinking, knowledge, and skills from the liberal arts and nursing courses to provide care that is safe and ethical.
2. Use the Roy Adaptation Model as a scientific method to deliver nursing care to persons, families, groups, and populations.
3. Implement holistic, evidence-based patient/family centered care.
4. Demonstrate the application of psychomotor skills for the efficient, safe, and compassionate delivery of patient care across practice settings.
5. Communicate and advocate effectively with all members of the healthcare team, including the patient and patient's support networks.
6. Provide health education that reflects variances in individuals, groups, and populations.
7. Implement patient and family care around palliative and end-of-life care issues.
8. Apply clinical judgment and accountability for patient outcomes when delegating to and supervising other members of the healthcare team.
9. Create a beginning understanding of complementary and alternative modalities and their role in healthcare.
10. Create a culture of respect for the diversity among the client continuum (patient, family, groups, and global populations).
11. Apply leadership concepts, skills, and decision-making in the delivery of safe and high quality care in a variety of settings.
12. Incorporate ethical and legal principles to safely manage care of individuals, families, groups, and populations.

Program Admission Policy

Please refer to university application deadline dates. All applicants must have an advisement session prior to admission regardless of how they enter the program. Applicants must apply to the University for the Mt. SAC/MSMU RN to BSN completion program.

In order to be eligible for review, applicants must be admitted to the University and then fulfill the nursing admission requirements. Admission to the Mt. SAC/MSMU RN to BSN Completion Program is considered for the fall semester with a specific deadline. Admission is based on:

- Completed application
- Satisfactory fulfillment of pre-requisite classes
- Official college transcripts from every college attended
- Cumulative GPA of at least 2.8
- Cumulative Science GPA of at least 2.50
- Essay: Give one example of your leadership experience and one example of your volunteer experience (limited to 50 words each/ 100 words total)
- Unencumbered, valid, active, RN license in the state of California.
- Graduate of the Associate Degree in Nursing (ADN) program at Mt. SAC

Personal interviews may be scheduled for qualified applicants admitted directly to the RN to BSN Program.

Priority is given to students who:

- Meet the required criteria.
- Have a cumulative GPA of 2.8 for all transferable college work attempted.
- A GPA of 2.50 for college science courses is required for admission to the nursing program. The science GPA will consist of grades received from anatomy, physiology, and microbiology.
- A student may repeat a course required for the nursing major no more than once. Failure (C- and below) of any two required science or pre-requisite courses results in non-admission.

RN to BSN Program Transfer of Credit

Credit for courses taken at other accredited colleges or universities is transferable provided that the transferred courses satisfy curriculum requirements at Mount Saint Mary's University. A maximum of 70 lower division (or

equivalent) semester units for course work taken in a regionally accredited college is transferable toward the Baccalaureate degree (see Advanced Standing section in the University Catalog). Students must discuss with the RN to BSN advisor all courses to be transferred in for credit. Forms and approvals must be completed prior to starting the program.

RN to BSN Program Entrance Requirement

Students considering admission, must have the following completed by the first semester

Clinical Portfolio (Includes all necessary health forms and immunizations)

Have current CPR, PALS, & ACLS cards (American Heart Association is only acceptable)

Have a current Fire Card

Carry malpractice insurance

Valid FITT Test

Cost/Financial Aid

The cost of the program depends on tuition (found on the university website) and what courses students can transfer in that does not exceed the 70 unit limit. Students will need advisement to determine their plan of study prior to starting the program to ensure the correct numbers of General Education requirements are met. Students are encouraged to apply for financial aid and external scholarships.

Credit for Nursing Courses

When a student is licensed to practice as a Registered Nurse in the state of California, credit for courses equivalent to MSMU lower division nursing courses are transferable. The courses must have been completed through an accredited junior or senior college to be accepted as transfer units. With a satisfactory rating on the Validation of Clinical Competence form, 20 units of upper division credit and 23.5 units of lower division credit may be awarded for courses. The units are awarded for the following equivalent course work.

COURSE WORK

Courses

NUR 30	Pharmacology	2
NUR 28	Adult and Adolescent Mental Health Adaptation	2
NUR 28A	Principles and Practice of Advanced Interpersonal Skills	1
NUR 29	Mental Health Practicum	2
NUR 31	Children: Adaptation	2
NUR 32	Children: Practicum	2
NUR 35	Childbearing: Adaptation	2
NUR 36	Childbearing: Practicum	2
NUR 37	Gerontological Nursing: Adaptation	2
NUR 38	Gerontological Nursing: Practicum	2
NUR 46	Adult Adaptation Nursing III	2
NUR 47	Medical-Surgical Nursing Practicum III	2
NUR 33	Professional and Management Issues in Nursing	2
NUR 48	Professional Nursing Practicum	2

Subtotal: 27

RN TO BSN COMPLETION COURSEWORK

All Nursing courses in the program must be taken at Mount Saint Mary's University. A plan of study is listed below:

1st Semester

NUR 101	Role Transition & Professional Nursing Practice	2
NUR 108	Health Assessment	3
NUR 109	Alterations in Human Health & Wellness	3
	Spirit of the Founders - RST 149	3
	Community (Any course that meets)	3

Subtotal: 14

2nd Semester

NUR 120	Community and Public Health Nursing	2
NUR 121	Community and Public Health Practicum	2
NUR 168	Integrative Theory and Practices	1.5

NUR 169	Palliative Care	1.5
PSY 40	Basic Statistical Methods	3
	or	
SOC 38	Statistics for Social Science	3
	Global Awareness & Understanding (Any Global Course except RST)	3
	Women & Gender (Any course that meets)	3
Subtotal: 16		

3rd Semester

NUR 111	Leadership & Healthcare Policy	2
NUR 112	Leadership Practicum	2
NUR 133	Nursing Evidenced-Based Practice and Informatics	3
	Integrative Scholarship (Any 2 courses that meets)	6
Subtotal: 13		

The total number of units required for the BSN degree is a minimum of 124 units which must include a minimum of 45 upper division units. In addition a student must complete all college general education and nursing major requirements.

*NUR 133 fulfills the capstone requirement for RN-BSN.

Bachelor of Science Degree – Major in Nursing

The Bachelor's Degree in Nursing meets the standards for and has been approved by the California Board of Registered Nursing, leading to the California RN license. Mount Saint Mary's is in the process of researching program professional licensure standards in other states.

BSN Objectives

At the completion of the baccalaureate nursing program, the graduate will have met the following objectives and will:

1. Integrate critical thinking, knowledge, and skills from the liberal arts and nursing courses to provide care that is safe, and ethical.
2. Use the Roy Adaptation Model which guides the steps of the nursing process, as a scientific method to deliver nursing care to persons, families, groups, and populations.

3. Implement holistic, evidence-based patient-centered care.
4. Demonstrate the application of psychomotor skills for the efficient, safe, and compassionate delivery of patient care.
5. Communicate and advocate effectively with all members of the healthcare team, including the patient and patient's support network.
6. Provide health education that reflects variances in individuals, groups, and/or populations.
7. Implement patient and family care around palliative and end-of-life care issues.
8. Apply clinical judgment and accountability for patient outcomes when delegating to and supervising other members of the healthcare team.
9. Create a beginning understanding of complementary and alternative modalities and their role in health care.
10. Create a culture of respect for the diversity among the client continuum (patient, family, groups, global population).
11. Apply leadership concepts, skills, and decision making in the delivery of high quality nursing care in a variety of settings.
12. Incorporate ethical and legal principles to safely manage care of individuals, families, groups, and populations.

Upon the completion of the Bachelor of Science Degree: Major in Nursing, the student is eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN) and is also qualified to apply for the Public Health Nursing Certificate issued by the California Board of Registered Nursing.

BSN Program Academic Policies

The BSN program is approved by the California Board of Registered Nursing and accredited by the Commission on Collegiate Nursing Education. The faculty of the BSN Program has the right and the responsibility for evaluating the quality of the student's achievement, both in the mastery of theoretical content and in clinical competence. Mid-term warning, probation, or dismissal is used when deemed necessary. The following academic policies apply:

- A grade of C- or below in a required course or a nursing theory course is not accepted. If the grade of C- or below is in a nursing theory course, non-progression in the program occurs.

- A student may repeat a nursing theory course required for the nursing major, including pre-nursing/pre-health prerequisites, no more than once.
- A grade of no credit in a nursing clinical course or failure (C- or below) of any two or more required nursing courses, including pre-nursing/pre-health prerequisites, results in dismissal from the nursing program.
- If a student's level of clinical practice is unsatisfactory or unsafe, the student may fail before the end of the semester. Readmission may be granted by special action of the BSN Admission Committee.
- Once admitted and enrolled in the University, all BSN nursing students will be required to successfully complete PHI 168A or PHI 168B or RST 149 at MSMU.

Departmental policy statements regarding grading, mathematical competence, clinical progression, incomplete grades, probation, absences, dismissal, and readmission to the program are provided to the student at the beginning of the nursing major. During the clinical portion of the program, students must:

- Ordinarily be enrolled full-time (see Tuition and Fees).
- Carry malpractice insurance.
- Have a current CPR card (AHA Health Care Provider BLS).
- Have a fire and safety card.
- Complete a criminal background as outlined in clinical policies.
- Drug screening prior to start of course work, and annually thereafter.
- Complete a First Aid Course prior to beginning senior level coursework.
- Nursing classes are held at multiple sites. Transportation is the responsibility of each student. Students who drive are required to have a current driver's license and auto insurance. Information on all policies and procedures can be obtained from the Traditional BSN Coordinator or the Accelerated BSN Program Coordinator.
- Certain health requirements must be met prior to clinical experiences. The requirements are provided to students in admission packets and in the BSN Student Handbook.

- In addition to the University Baccalaureate degree requirements, students who re-enter the BSN program after an absence of five (5) years or more must complete all requirements of the BSN Program and the level to which they are re-enrolling.
- Membership in the National Student Nurse Association, highly recommended.

For up to date policies and procedures refer, to the current MSMU Bachelor of Science in Nursing Student handbook.

Clinical Agencies/Scheduling

Multiple agencies are used for clinical practice and include the following: private and public acute and subacute health care facilities, community health sites, and public and community health care agencies.

Schedules for clinical and class times are subject to change and may include evenings and weekends.

Traditional BSN Program

The Bachelor's Degree in Nursing meets the standards for and has been approved by the California Board of Registered Nursing, leading to the California RN license. Mount Saint Mary's is in the process of researching program professional licensure standards in other states.

Admission Requirements

In addition to meeting the general admission requirements, acceptance into the BSN Program is determined by the BSN Admission Committee. Admission is based upon a consideration of the student's academic achievement. There is a formal review of the student's high school achievement record, grade point average, University Entrance Examination scores, previous college experience (if any). Students who intend to major in nursing are advised to take high school chemistry. A student may repeat a course required for the nursing major no more than once. Failure (C- and below) of any two required science or pre-requisite courses results in non-admission.

In order to be eligible for review, applicants must be admitted to the University and then fulfill the nursing admission requirements. Admission to the sophomore nursing courses is considered for the fall semester only and is based on:

- Cumulative GPA: 3.0 or higher

- Science GPA: 2.7 or higher
- English GPA
- Entrance Exam
- Social Science GPA

LVN to BSN Admission Policy

LVNs that have been accepted by the University and have completed the general education requirements of the first two years may challenge sophomore level nursing courses and move directly into junior level nursing courses.

LVN to RN Non-Matriculation 26 unit Option

A non-degree R.N. option is available for applicants licensed as LVN's in California. After completing 26 units of prescribed courses, the student is eligible to take the California examination for the R.N. Licensure. The student is not a graduate of the BSN Program and does not receive a Degree. This option is available in any of the pre-licensure programs at Mount Saint Mary's University. Practice as a Registered Nurse with a CA license outside the State of California may be limited.

RN to BSN Admission Policy

Registered Nurses who apply to the BSN program may be given transfer credit for previous nursing courses equivalent to the sophomore and junior level nursing courses. Validation of clinical competence is required prior to entry into the program. In addition, applicants need to meet university admission requirements and BSN program admission policies for RN to BSN applicants.

Criteria for Guaranteed Admission for High School Students

Mount Saint Mary's University Traditional Baccalaureate Nursing Program extends eligibility, to be reviewed for admission, to high school student applicants who qualify for guaranteed (direct) admission consideration by meeting the following requirements. Meeting the following requirements does not necessarily constitute a guaranteed (direct) admission spot.

1. Complete two science advanced placement courses with AP or IB test scores of four or five or complete three years of science in high school with a GPA of 3.5 or greater on a four point scale or 4.25 or greater on a five point scale. Of these three years of science requirements, the student must complete at least one year of chemistry and one year of biology.

2. Achieve an overall high school GPA of 3.8 or greater on a four point scale or 4.25 or greater on a five point scale.
3. Complete three years of math with pre-calculus as the minimum attainment.
4. Achieve a total score greater than 1170 on the new SAT, including a minimum score of 600 in Evidence-Based Reading and Writing (SAT-EBRW) and a minimum score of 570 in Math (SAT-M) OR an ACT composite score of 24 or greater. For applicants submitting old SAT scores, they must achieve a total score greater than 1650, including a minimum score of 550 in Critical Thinking (SAT-CR), a minimum score of 550 in Math (SAT-M), and a minimum score of 550 in Writing (SAT-WR). Once the student is accepted and enters the University under the guaranteed (direct) admission program, they will declare nursing as their baccalaureate major and be considered a part of the Department of Nursing. To progress into nursing courses, the student must do all of the following:

1. Complete and pass (C or higher) all nursing prerequisite courses at the University during the first (freshman) year.
2. Maintain an overall Science GPA of 3.2 and Cumulative GPA of 3.0.
3. Obtain a minimum score of 70 or above on the Kaplan evaluation taken during the freshman year. Once a guaranteed (direct) admission student has completed nursing pre-requisites and achieves the above requirements, the student will move into the sophomore nursing courses.

Should a guaranteed (direct) admission student fail to meet the minimum requirements above in the freshman year, she or he will not progress to the sophomore nursing courses. The student will then be eligible to be added to the general pool of pre-nursing admission candidates for that academic year, provided they meet the Traditional BSN admission requirements.

If a student does not meet the Traditional BSN admission requirements, they have an option to do a second year as a pre-nursing major and reapply to the program the following spring.

TBSN CURRICULUM REQUIREMENTS**Nursing Requirements****Freshman Year (Pre-requisite Requirements)**

CHE 3	Foundations of Chemistry	3
	or	
PHS 1	Scientific Concepts	3
BIO 50A	Human Anatomy	3
BIO 50AL	Human Anatomy Laboratory	1
BIO 50B	Human Physiology	3
BIO 50BL	Human Physiology Laboratory	1
BIO 3	General Microbiology	3
BIO 3L	General Microbiology Lab	1
PSY 1	Introduction to Psychology	3
SOC 1	Introduction to Sociology	3
ENG 1A	Freshman English	3
ENG 1B	Freshman English	3
SPE 10	Introduction to Communication	2
FYS	FYS 1 and FYS 2	
MTH 10	Quantitative Reasoning and Mathematical Ideas	3

CHE 3/PHS 1, BIO 50A, BIO 50AL, BIO 50B, BIO 50BL, BIO 3, and BIO 3L: Must have been completed within 5 years prior to admission.

FYS 1/FYS 2: Not required for students entering MSMU with over 24 transferable units.

Sophomore Year

NUR 12T	Nutrition and Health	2
NUR 13T	Pharmacology I	1
NUR 14T	Pharmacology II	2
NUR 55T	Adaptation Nursing: Foundations of Nursing and Roy Adaptation Model	7
NUR 55TP	Adaptation Nursing: Foundations of Nursing and Roy Adaptation Model	
NUR 56T	Pathophysiology	3
NUR 57T	Adaptation Nursing: Fundamental Nursing Skills Lab	1
NUR 62T	Adaptation Nursing: Adult Medical Surgical Nursing I	7.5

NUR 62TP	Adaptation Nursing: Adult Medical Surgical Nursing I	
LACE	Central Core Course	3
PHI 21	Moral Values and Ethical Decisions	3
	or	
RST 41	Introduction to Christian Ethics	3
PSY 12	Lifespan/Human Development	3
	or	
PSY 15	Global Lifespan Development	3
Junior Year		
NUR 168T	Integrative Theory and Practices	1.5
NUR 169T	Palliative Care	1.5
NUR 170T	Adaptation Nursing: Adult Medical Surgical II	4.5
NUR 170TP	Adaptation Nursing: Adult Medical Surgical II	
NUR 171T	Adaptation Nursing: Childbearing Families and Women's Health	4.5
NUR 171TP	Adaptation Nursing: Childbearing Families and Women's Health	
NUR 172T	Adaptation Nursing: Children and Families	4.5
NUR 172TP	Adaptation Nursing: Children and Families	
NUR 173T	Adaptation Nursing: Mental Health	4.5
NUR 173TP	Adaptation Nursing: Mental Health	
PHI 168A	Contemporary Moral Problems	3
	or	
PHI 168B	Bioethics	3
	or	
RST 149	Biomedical Issues in Christian Ethics	3
PHI 5	Introduction to Logic	3
	or	
PHI 10	Critical Thinking	3

Senior Year

NUR 134T	Evidence-Based Practice	3
NUR 184T	Adaptation Nursing: Leadership and Policy	4.5
NUR 184TP	Adaptation Nursing: Leadership and Policy	
NUR 185T	Adaptation Nursing: Gerontology	4.5
NUR 185TP	Adaptation Nursing: Gerontology	
NUR 186T	Adaptation Nursing: Transition to Professional Practice	5
NUR 186TP	Adaptation Nursing: Transition to Professional Practice	
NUR 187T	Adaptation Nursing: Community/Public Health	4.5
NUR 187TP	Adaptation Nursing: Community/Public Health	
NUR 188T	Adaptation Nursing: Advanced Health Assessment	2
	Integrative Scholarship (Any 2 courses that meets)	6

*SOC 1, PHI 21 or RST 41, and PHI 168A or PHI 168B or RST 149 are required as part of the LACE General Education requirements, starting with the Fall 2018 Catalog.

To graduate with a BSN degree, students will need to complete the LACE requirements (p. 55). This will encompass a central core course sophomore year in addition to the courses noted above.

*NUR 186T and NUR 186TP fulfill the capstone requirement for TBSN.

Please note, those courses with Practicum units above are the clinical courses in the curriculum. They must be passed with a C or better. A C- or lower grade will result in program dismissal.

AccBSN Program

The Bachelor's Degree in Nursing meets the standards for and has been approved by the California Board of Registered Nursing, leading to the California RN license. Mount Saint Mary's is in the process of researching program professional licensure standards in other states.

AccBSN Application Procedure

AccBSN applicants must submit the following documents:

- Completed admissions application
- Personal statement of intent
- Official transcripts of all college work
- Two recommendations by those acquainted with the applicant's ability to succeed in an accelerated curriculum.
- Personal interviews may be scheduled.
- Complete the ABSN Math Test with a score of 100%. Remediation through the MSMU Learning Resource Center (LRC) will be required for those students who have been accepted into the ABSN option but did not score 100% on the math exam.

AccBSN Program Admission Requirements

The AccBSN program is open to persons who have previously completed a Baccalaureate degree and who meet specific admission requirements. Admission to the program is open twice a year. Please see the website for specific deadlines.

To be considered for admission, students must be graduates of an accredited four-year college or university with an earned cumulative grade point average of at least 3.0.

AccBSN Entrance Requirements

Before admitted students begin the program, they must:

- Complete the necessary health forms and immunizations (See Health Policies, Department of Nursing.).
- Be current in CPR (Healthcare Provider BCLS/Professional Rescuer CPR).
- Carry malpractice insurance.
- Complete a First Aid Course.
- Submit a successful completion of a Criminal Background check as outlined in clinical policies
- Drug Screening
- Have achieved a score of 100% on the ABSN math test. Remediation through the MSMU Learning Resource Center (LRC) will be required for those students who have been accepted into the ABSN option but did not score 100% on the math exam.

LVN to RN Non-Matriculation Option (26 unit option)

See option under the Traditional BSN option.

Transfer Articulation for the Accelerated Bachelor of Science – Major in Nursing

Mount Saint Mary's University accepts completed Baccalaureate degrees from accredited colleges and universities as evidence of fulfillment of MSMU General Education requirements with the exception of philosophy and religious studies. To fulfill these requirements, students must complete two courses in each discipline.

Costs/Financial Aid/Registration

Tuition for the AccBSN program is the same as the standard Mount Saint Mary's University undergraduate tuition and fees for three semesters. There is a nursing fee for each of the three accelerated sessions. Please refer to the Fees and Expenses for exact figures and guidelines.

While AccBSN students are not eligible for Mount Saint Mary's grants or scholarships, students may be eligible for federal, state, or private grants or loans. In order to qualify, students must send the FAFSA forms to the processor no later than January 15. Information on financial aid eligibility will be sent prior to the deposit deadline. A non-refundable deposit fee of \$400.00 is due on the date specified in the acceptance letter.

Nursing Pre-requisite Requirements (starting Summer 2016)

An eligible applicant entering the ABSN option Fall 2015 or thereafter, must have also completed the following requirements prior to beginning the program:

Nursing Pre-requisite Requirements:

*Chemistry or Physics	(4 units)
*Human Anatomy with Lab	(4 units)
*Human Physiology with lab	(4 units)
*Microbiology with Lab	(4 units)
Human Nutrition	(3 units)
General Psychology	(3 units)
Life-span Developmental Psychology (Infant through Older Adult)	(3 units)
Introduction to Sociology or Cultural Anthropology	(3 units)

Written Communication (ENG 1A or ENG 1B)	(3 units)
Oral Communication	(3 units)

*Must have been completed within five years prior to admission

General Education Requirements

Philosophy	(3 units)
Philosophy	(3 upper division units, must be MSMU Bioethics)
Religious Studies Courses	(6 units)

AccBSN Degree Curriculum Requirements for Students Entering Fall 2015 and thereafter

The AccBSN program requires 127 units which includes 60 Nursing department units and 3 units of upper division Bioethics. Admitted students must complete their total curriculum plan at Mount Saint Mary's University. They may not take required nursing courses at other institutions. A sample program is listed below.

COURSES

All courses required by the Department of Nursing

1st Semester

NUR 13A	Pharmacology I	1
NUR 14A	Pharmacology II	2
NUR 55A	Adaptation Nursing: Foundations of Nursing and Roy Adaptation Model	6
NUR 55AP	Adapt Nur: Fnd of Nur/Roy Adap	
NUR 56A	Pathophysiology	3
NUR 57A	Adaptation Nursing: Fundamental Nursing Skills Lab	1
NUR 62A	Adaptation Nursing: Adult Medical Surgical Nursing I	8
NUR 62AP	Adaptation Nursing: Adult Medical Surgical Nursing I	

2nd Semester

NUR 168A	Integrative Theory and Practices	1.5
NUR 169A	Palliative Care	1.5
NUR 170A	Adaptation Nursing: Adult Medical Surgical II	3.5
NUR 170AP	Adaptation Nursing: Adult Medical Surgical II	

NUR 171A	Adaptation Nursing: Childbearing Families and Women's Health	3.5
NUR 171AP	Adaptation Nursing: Childbearing Families and Women's Health	
NUR 172A	Adaptation Nursing: Children and Families	3.5
NUR 172AP	Adaptation Nursing: Children and Families	
NUR 173A	Adaptation Nursing: Mental Health	3.5
NUR 173AP	Adaptation Nursing: Mental Health	
PHI 168B	Bioethics	3
3rd Semester		
NUR 134A	Evidence-Based Practice	3
NUR 184A	Adaptation Nursing: Leadership and Policy	3.5
NUR 184AP	Adaptation Nursing: Leadership and Policy	
NUR 185A	Adaptation Nursing: Gerontology	3.5
NUR 185AP	Adaptation Nursing: Gerontology	
NUR 186A	Adaptation Nursing: Transition to Professional Practice	4
NUR 186AP	Adaptation Nursing: Transition to Professional Practice	
NUR 187A	Adaptation Nursing: Community/Public Health	4
NUR 187AP	Adaptation Nursing: Community/Public Health	
NUR 188A	Adaptation Nursing: Advanced Health Assessment	2

Please note, those courses with Practicum units above are the clinical courses in the new curriculum. They must be passed with a C or better. A C- or lower grade will result in program dismissal.

Master of Science in Nursing Degree

Program Mission Statement

The Master of Science in Nursing (MSN) program is based on Mount Saint Mary's University mission of providing a superior education enhanced by an emphasis on building leadership skills and fostering a spirit to serve others. The purpose is to prepare nurses in advanced nursing theory and provide them with broad knowledge and depth in clinical expertise that builds and expands on baccalaureate or entry-level nursing practice. The master's curriculum provides graduates with a fuller understanding of their selected nursing area of specialization in order to engage in higher level practice and leadership in a variety of settings and commit to lifelong learning. The curriculum incorporates the American Association of Colleges of Nursing's Essentials of

Master's Education, National Association of Clinical Nurse Specialist Competencies, Association for Nursing Professional Development Competencies, National League for Nursing Educator Competencies, and the American Organization of Nurse Executive Competencies.

The graduate program offers nurses an opportunity for professional development through tracks in Adult-Gerontology Clinical Nurse Specialist, Educator, Leadership and Administration, and Post-MSN Adult-Gerontology Clinical Nurse Specialist certificate. The Adult-Gerontology Clinical Nurse Specialist track in the MSN program conforms to the California Board of Registered Nursing's requirements for California Clinical Nurse Specialist Certification. Mount Saint Mary's is in the process of researching program professional licensure standards in other states.

- The program is accredited by the Commission on Collegiate Nursing Education.
- Nursing courses cannot be waived or taken as independent study regardless of the student's professional experiences. The student is encouraged to grow in her/his role as a professional nurse both in depth and breadth thus maximizing the benefits of receiving a graduate Nursing degree from Mount Saint Mary's University.
- The MSN degree requires the completion of an approved Nursing Project/Thesis.

Master of Science in Nursing Degree Information

This information is published to aid the student in making decisions leading to the accomplishment of academic goals. Each student is responsible for becoming acquainted with academic requirements. The content stated herein is for information only and in no way constitute a contract between the student and the nursing program. The nursing program reserves the right to make program changes and policy revisions at any time and without prior notice.

Master of Science in Nursing Outcomes

The graduate of the Master of Science in Nursing program will be prepared for the professional role as a Nurse Educator, Nurse Administrator, or Adult-Gerontology Clinical Nurse Specialist and will be able to:

1. Integrate scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings (Essential I).

2. Use organizational and systems leadership skills in promoting safe and quality patient care, emphasizing ethical and critical decision making and effective working relationships (Essential II).
3. Employ performance measures and standards related to quality to monitor outcomes and apply quality principles within an organization (Essential III).
4. Apply research outcomes within the practice setting, resolve practice problems, work as a change agent, and disseminate results (Essential IV).
5. Use patient-care technologies to deliver and enhance care and use communication technologies to integrate and coordinate care (Essential V).
6. Participate in policy development in the organization and employ advocacy strategies to influence health and health care (Essential VI).
7. Use effective communication, collaboration, and leadership skills as a member and leader of interprofessional teams to manage and coordinate care (Essential VII).
8. Apply broad, organizational, client-centered and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations (Essentials VIII).
9. Show understanding of advanced level nursing and relevant sciences, integrate knowledge to direct or indirect patient care areas, and intervene and influence healthcare outcomes for individuals, populations, or systems (Essentials IX).

Source:

American Association of Colleges of Nursing (2011) The Essentials of Master's Education in Nursing.

Program Admission Policy

In addition to meeting the general admission requirements to the Graduate Division, acceptance is determined by the Admissions Committee of the Master of Science in Nursing program.

The following criteria pertain to admission into the Master of Science in Nursing program:

- Applicants are required to have a BSN baccalaureate degree from a regionally accredited institution, e.g. Western Association of Schools and Colleges. Applicants for the post-MSN Adult-Gerontology Clinical Nurse

Specialist certificate have received a Master's degree from a regionally accredited institution in nursing or related to nursing as outlined by the Board of Registered Nursing for Clinical Nurse Specialist certification.

- Applications are accepted for the fall, spring, or summer terms.
- A valid and clear, current Registered Nurse license issued by the California Board of Registered Nursing to practice in the state of California.
- Applicants for the Leadership/Administration track have completed a minimum of one (1) year full-time continuous employment as a licensed Registered Nurse within the last five (5) years.*
- Applicants for the Educator track must be able to meet minimum qualifications to be approved as a Clinical Teaching Assistant per California Board of Registered Nursing regulations, Title 16 CCR Section 1425(e): "A clinical teaching assistant shall have at least one (1) year continuous, full-time or its equivalent experience in the designated nursing area within the previous five (5) years as a registered nurse providing direct patient care."* The MSN admission policy requires that the above experience occur within the United States.
- Applicants for the Adult-Gerontology Clinical Nurse Specialist and post-MSN Adult-Gerontology Clinical Nurse Specialist certificate have completed a minimum of one (1) year full-time continuous clinical experience in a setting caring for adults as a licensed Registered Nurse within the last five years.* Clinical experience needs to include some time in an acute care setting.
- The Admissions Committee of the MSN program will review and determine if the applicant's clinical employment meets the admission requirement.
- Have earned a grade point average of 3.0 in the last 60 semester units or the last 90 quarter units of course work.
- Have completed a course in statistics with a minimum grade of B or research as a prerequisite to NUR 290 (not applicable to post-MSN Adult-Gerontology Clinical Nurse Specialist certificate.)
- Complete the Graduate Student application and statement of interest.
- Submit two letters of recommendation written within the last year.
- Verify health clearances prior to registration for the practicum courses.

- Have current CPR certification - American Heart Association Basic Life Support (BLS) Healthcare Provider prior to registration for the practicum courses.
- Provide proof of malpractice insurance prior to registration for the practicum courses.*An RN who does not meet the clinical experience requirement may be considered if she/he has started employment relevant to the desired track.

Applicants who meet eligibility requirements are:

- Required to complete an on-site writing sample (not applicable to post-MSN Adult-Gerontology CNS applicants).
- Scheduled to meet with the MSN Program Representative for an interview.

Students accepted into the MSN program:

- Must take all required nursing courses at MSMU.
- Are allowed to defer their admission for one year. For e.g., if a student is accepted in the fall, she/he may defer admission until the following fall. If accepted students do not enter within one year, they must reapply to the program.

Adult Gerontology Clinical Nurse Specialist Master of Science in Nursing

The Master of Science degree in Nursing with a concentration as an Adult-Gerontology Clinical Nurse Specialist will provide the graduate with the competencies specified by the California Board of Registered Nursing and the National Association of Clinical Nurse Specialists. Coursework provides graduates the expertise to promote the health and well-being of persons throughout the adult life span.

The Adult-Gerontology Clinical Nurse Specialist track in the MSN program conforms to the California Board of Registered Nursing's requirements for California Clinical Nurse Specialist Certification. Mount Saint Mary's is in the process of researching program professional licensure standards in other states.

The Adult-Gerontology Clinical Nurse Specialist concentration is a 46 unit program that can be completed in as few as 7 terms or 28 months with a fall start date.

TRACK

Courses

NUR 200	Advanced Health Assessment	3
NUR 201	Theoretical and Conceptual Foundations of Nursing	3
NUR 202	Current Trends and Issues in Professional Nursing	3
NUR 203	Introduction to Graduate Studies	1
NUR 206	Educational Theories, Principles and Methods in Nursing	2
NUR 207A	Healthcare Informatics and Technology	1.5
NUR 207B	Healthcare Informatics and Technology	1.5
NUR 238	Advanced Concepts in Gerontology	3
NUR 239	Advanced Concepts in Adult Health	3
NUR 246	Advanced Physiology/Pathophysiology	3
NUR 247	Foundations and Ethical Principles in Leadership and Consultation	2
NUR 248	Advanced Pharmacology	3
NUR 249	Clinical Nurse Specialist Role	2
NUR 250A	Adult-Gerontology Clinical Nurse Specialist Practicum	3
NUR 250B	Adult-Gerontology Clinical Nurse Specialist Practicum	3
NUR 250C	Adult-Gerontology Clinical Nurse Specialist Practicum	3
NUR 290	Nursing Research and Methodologies	3
NUR 296	Thesis Project Seminar	3

Students must complete a minimum of 500 precepted hours to meet eligibility requirements for American Nurses Credentialing Center (ANCC) Adult-Gerontology CNS certification exam. Required practicum hours are subject to change dependent on certification requirements.

Educator Track Master of Science in Nursing

The Master of Science degree in Nursing with a concentration in Education will provide the graduate with

competencies specified by the National League for Nursing (NLN) and the Association for Nursing Professional Development (ANPD) in advanced nursing theory and experience as a nursing educator. Skills will be mastered to develop strategies for curricular design and for the use of technology in various university and clinical agencies within the changing patterns of healthcare.

The Educator concentration is a 37 unit program that can be completed in as few as 6 terms or 2 year with a fall start date.

TRACK

Courses

NUR 200	Advanced Health Assessment	3
NUR 201	Theoretical and Conceptual Foundations of Nursing	3
NUR 202	Current Trends and Issues in Professional Nursing	3
NUR 203	Introduction to Graduate Studies	1
NUR 206	Educational Theories, Principles and Methods in Nursing	2
NUR 207A	Healthcare Informatics and Technology	1.5
NUR 207B	Healthcare Informatics and Technology	1.5
NUR 208	Curriculum Development	2
NUR 246	Advanced Physiology/Pathophysiology	3
NUR 248	Advanced Pharmacology	3
NUR 290	Nursing Research and Methodologies	3
NUR 294	Evaluation and Testing	2
NUR 295	Educator Practicum (Agency Setting)	3
NUR 296	Thesis Project Seminar	3
NUR 297	Educator Practicum (College Setting)	3

Leadership and Administration Track Master of Science in Nursing

The Master of Science degree in Nursing with a concentration in Leadership and Administration will provide the graduate with the competencies specified by the American Organization of Nurse Executives (AONE) to lead various organizations and institutions. The program encompasses both nursing and leadership/administration courses in order to develop the necessary skills to provide responsible organizational leadership to society. Inherent in

the Leadership and Administration track is the personal/professional transformation essential to leaders.

The Leadership and Administration concentration is a 39 unit program that can be completed in as few as 6 terms or 2 years with a fall start date.

TRACK

Courses

NUR 201	Theoretical and Conceptual Foundations of Nursing	3
NUR 202	Current Trends and Issues in Professional Nursing	3
NUR 203	Introduction to Graduate Studies	1
NUR 204	Healthcare Policy	3
NUR 207A	Healthcare Informatics and Technology	1.5
NUR 207B	Healthcare Informatics and Technology	1.5
NUR 241	Marketing Management in Healthcare	3
NUR 247	Foundations and Ethical Principles in Leadership and Consultation	2
NUR 252A	Leadership/Administration Practicum	3
NUR 252B	Leadership/Administration Practicum	3
NUR 253	Organizational Management in Healthcare	3
NUR 254	Financial Management for Healthcare Organizations	3
NUR 256	Organizational Change and Strategic Planning for Healthcare	3
NUR 290	Nursing Research and Methodologies	3
NUR 296	Thesis Project Seminar	3

Health Promotion Track Master of Science in Nursing (On Hiatus)

The Master's degree in Nursing with a concentration in Health Promotion will provide the graduate with the competencies to meet the aims of the National Quality Strategy (NQS) led by the Agency for Healthcare Research and Quality (AHRQ) to provide better, more affordable care for individuals and the community. Coursework provides graduates the expertise to improve health outcomes and increase the effectiveness of care for individuals and groups through cross-sectors (individuals, family, payers, providers, employers, and communities) working together. **We are currently not accepting applications for this**

concentration.

The Health Promotion concentration is a 38 unit program that can be completed in as few as 6 terms or 2 years.

TRACK**Courses**

NUR 200	Advanced Health Assessment	3
NUR 201	Theoretical and Conceptual Foundations of Nursing	3
NUR 202	Current Trends and Issues in Professional Nursing	3
NUR 203	Introduction to Graduate Studies	1
NUR 204	Healthcare Policy	3
NUR 206	Educational Theories, Principles and Methods in Nursing	2
NUR 207A	Healthcare Informatics and Technology	1.5
NUR 207B	Healthcare Informatics and Technology	1.5
NUR 260	Concepts of Healthy Living	3
NUR 261	Promotion of Healthy Living	3
NUR 262	Health Promotion Role	2
NUR 263A	Health Promotion Practicum I	3
NUR 263B	Health Promotion Practicum II	3
NUR 290	Nursing Research and Methodologies	3
NUR 296	Thesis Project Seminar	3

Post MSN Adult-Gerontology Clinical Nurse Specialist Certificate

The Post-MSN Adult-Gerontology Clinical Nurse Specialist track will provide the graduate with the competencies specified by the California Board of Registered Nursing and the National Association of Clinical Nurse Specialists. Coursework provides graduates the expertise to promote the health and well-being of persons throughout the adult life span.

The Adult-Gerontology Clinical Nurse Specialist track in the MSN program conforms to the California Board of Registered Nursing's requirements for California Clinical Nurse Specialist Certification. Mount Saint Mary's is in the process of researching program professional licensure standards in other states.

The Post-MSN Adult-Gerontology Clinical Nurse Specialist concentration is a 33 unit program that can be completed in as few as 7 terms or 48 months with a fall start date.

TRACK**Courses**

NUR 200	Advanced Health Assessment	3
NUR 206	Educational Theories, Principles and Methods in Nursing	2
NUR 207A	Healthcare Informatics and Technology	1.5
NUR 207B	Healthcare Informatics and Technology	1.5
NUR 238	Advanced Concepts in Gerontology	3
NUR 239	Advanced Concepts in Adult Health	3
NUR 246	Advanced Physiology/Pathophysiology	3
NUR 247	Foundations and Ethical Principles in Leadership and Consultation	2
NUR 248	Advanced Pharmacology	3
NUR 249	Clinical Nurse Specialist Role	2
NUR 250A	Adult-Gerontology Clinical Nurse Specialist Practicum	3
NUR 250B	Adult-Gerontology Clinical Nurse Specialist Practicum	3
NUR 250C	Adult-Gerontology Clinical Nurse Specialist Practicum	3

Students must complete a minimum of 500 precepted hours to meet eligibility requirements for American Nurses Credentialing Center (ANCC) Adult-Gerontology CNS certification exam. Required practicum hours subject to change dependent on certification requirements.

For MSN Alumni from MSMU:

MSMU alumni from the MSN program who have earned their degree within 5 years of starting the post-MSN CNS Adult-Gerontology Clinical Nurse Specialist can use the following courses below to meet certificate requirements:

Courses

NUR 200	Advanced Health Assessment	3
NUR 206	Educational Theories Principles and Methods in Nursing	2
NUR 207A	Healthcare Informatics and Technology	1.5

NUR 207B	Healthcare Informatics and Technology	1.5
NUR 246	Advanced Physiology/Pathophysiology	3
NUR 247	Foundations and Ethical Principles in Leadership and Consultation	2
NUR 248	Advanced Pharmacology	3

Only the above courses taken for the MSN degree can be applied to meet the certificate requirements. All other courses specific to the certificate must be taken as a post-MSN CNS Adult-Gerontology Clinical Nurse Specialist student.

The courses below are specific to the certificate:

NUR 238	Advanced Concepts in Gerontology	3
NUR 239	Advanced Concepts in Adult Health	3
NUR 249	Clinical Nurse Specialist Role	2
NUR 250A	Adult-Gerontology Clinical Nurse Specialist Practicum	3
NUR 250B	Adult-Gerontology Clinical Nurse Specialist Practicum	3
NUR 250C	Adult-Gerontology Clinical Nurse Specialist Practicum	3

Philosophy

Doing Philosophy expands our minds and helps us become better thinkers and writers. Philosophy provides us with the tools to discover, examine, and evaluate insights and ideas. It also helps us reflect on ethical dilemmas and develop our

moral reasoning skills. Philosophy is not just for those who seek wisdom; it is also for those who want techniques to be able to think, speak, and write clearly and defensibly. It helps us clarify different world-views, assess moral claims, evaluate theories of knowledge, and be able to apply problem-solving skills to real world cases.

If you want to sharpen your ability to reason, studying Philosophy is for you! You can then be more effective in addressing the issues we face and in working with others. Philosophy helps us evaluate theoretical systems and how they are applied in our lives and institutions. With the skills we learn in Philosophy, we are better able to examine our values and beliefs—and confront the biases and prejudice within and around us. We can make a difference in how we live in the world.

This major is an excellent preparation for graduate study or a career in teaching, law, medicine, information technology, publishing/editing, culture/museum studies, social sciences, or theological studies. Philosophy provides a strong foundation for careers in education, business, research, writing, or counseling. A major in Philosophy is a plus for any field that requires analytical abilities, problem-solving skills, and an open mind.

The Philosophy department encourages students to major or minor in Philosophy—or minor in Ethics. It is an excellent major or minor for those who wish to go into bioethics, law, medicine, journalism, or film. We also help students arrange double majors such as with Art, Political Science, Business, Film studies, English. A minor in Philosophy works well with virtually all majors, as well as the Pre-Law minor. The Ethics minor is an excellent choice for those majoring in Business, Nursing, Sociology, Health Care Policy, or Religious Studies.

Philosophy B.A. Degree

REQUIRED COURSES

Lower Division

A total of 9 units, with 6 units coming from Group B.

A. Analytical Skills. One of either:

PHI 5 Introduction to Logic (3); or
PHI 10 Critical Thinking (3).

B. Moral and Philosophical Reasoning Skills. Two classes in total—one of:

PHI 15 Introduction to Philosophy (3); *or*
PHI 16 Philosophy Through Popular Culture (3); *or*

PHI 24 Socrates, Plato, and Aristotle (3);

And one of:

PHI 21 Moral Values and Ethical Decisions (3); *or*

PHI 92 Business Ethics (3).

Upper Division

At least ten upper division courses (30 units upper division) in Philosophy are required for the major. Students will select one of the following programs:

Traditional Philosophy: A program of study primarily for those interested in pursuing graduate study in Philosophy or who desire a classical philosophical education. Students in Track One should take:

- History of Philosophy--Three courses from area A (9);
- Logic and Metaphysics--Three courses from Area C (9);
- Value Theory--Two courses from Area B (6);
- Interdisciplinary Philosophy--One course from area D (3);
- One elective Philosophy from Areas A-D (3).

Total: 30 units

Applied Philosophy: A program of study primarily for those interested in fields where a background in Philosophy is particularly valuable, such as law, bioethics, business ethics, environmental studies, medicine, women's studies, or culture studies. Students must take at least:

- Value Theory--Three courses from Area B (9);
- Interdisciplinary Philosophy--Three from area D (9);
- History of Philosophy--One from area A (3);
- Logic and Metaphysics--One from Area C (3);
- Two elective Philosophy courses from Areas A-D (6).

Total: 30 units

A. History of Philosophy:

PHI 124	Socrates, Plato, and Aristotle	3
PHI 126	Descartes to Kant	3
PHI 130	Existentialism	3
PHI 134	American Philosophy	3
PHI 172	Marxism	3
PHI 180	Chinese Philosophy	3

B. Value Theory:

PHI 156	Media Ethics	3
PHI 166	Nursing Ethics	3
PHI 167	Ethics and Film	3
PHI 168A	Contemporary Moral Problems	3
PHI 168B	Bioethics	3
PHI 168C	Environmental Ethics	3
PHI 170	Social and Political Philosophy	3
PHI 192	Business Ethics	3
PHI 193	Global Business Ethics	3

C. Logic, Metaphysics, and Epistemology:

PHI 150	Metaphysics	3
PHI 152	Theory of Knowledge	3
PHI 155	Symbolic Logic	3
PHI 158	The Scientific Method	3
PHI 160	Philosophy of Religion	3

D. Interdisciplinary Philosophy:

PHI 162	Philosophy and Native Cultures	3
PHI 165	Philosophy of Law	3
PHI 169	Philosophy of Technology	3
PHI 174	Philosophy of Art	3
PHI 175	Philosophy of Film	3
PHI 176	Philosophy of Literature	3
PHI 178	Philosophy of Women	3
PHI 179	Women and Values	3

Plus General Education requirements and electives totaling 124 semester units, including the Language requirement.

Philosophy Minor

A minimum of 21 units in philosophy, 15 of which must be upper division, approved by the Philosophy department.

This includes:

- At least one course from either History of Philosophy or Value Theory (groups A and B)

- At least one course from Logic, Metaphysics, and Epistemology or Interdisciplinary Philosophy (groups C and D).

Minors who wish to emphasize a particular area (such as Business Ethics, Bioethics, Aesthetics, or Social and Political Philosophy) are encouraged to contact the Chair of the Philosophy department for assistance.

Ethics Minor

In addition to being able to major or minor in Philosophy, students may be an Ethics Minor.

The Ethics Minor has the following requirements:

A minimum of 21 units in Philosophy, 15 of which must be upper division and approved by the Philosophy department.

Students should take a minimum of 12 units from Category B, above (*Value Theory*), with at least one of PHI 168A/B

Lower-Division Ethics

PHI 21	Moral Values and Ethical Decisions	3
	or	
PHI 92	Introduction to Business Ethics	3

Upper-Division Ethics

PHI 167	Ethics and Film	3
PHI 168A	Contemporary Moral Problems	3
PHI 168B	Bioethics	3
PHI 168C	Environmental Ethics	3
PHI 174	Philosophy of Art	3
PHI 179	Women and Values	3
PHI 192	Business Ethics	3

Philosophy Department Independent Study Policy

Independent studies are open to Philosophy majors and minors who wish to explore an area of philosophy for advanced or specialized work. Any non-major wishing to do an Independent Study in Philosophy must have a clearly defined goal and must confer with both the faculty member and the chair of the department to see if it is appropriate. Independent studies require independent research. Students are expected to meet the faculty member at least one hour per week, undertaking an equivalent amount of work that would be expected in a three credit course. Normally,

independent studies are not intended to replace a course taught in the department. For details on what must be included in your petition for an Independent Study, please contact the Chair of the Philosophy department.

Physical Education

The Sports & Wellness department offers Physical Education courses as electives to all students, regardless of degree option. PED classes promote overall wellness and encourage an active, healthy lifestyle. All courses, with the exception of PED 100, are Credit/No Credit and may be repeated for credit.

Martial Arts & Self-Defense Courses

PED 1E
PED 1J
PED 1K
PED 1R
PED 1S
PED 1T
PED 1Y
PED 2B

Fitness/Wellness Courses

PED 1M
PED 1P
PED 1W
PED 2D
PED 2K
PED 2P
PED 2R
PED 2Q
PED 2S
PED 2U
PED 2W
PED 2Y
PED 2Z
PED 3W
PED 3Y

Dance Courses

PED 4A
PED 4B
PED 4C
PED 4F
PED 4G
PED 4H
PED 4J
PED 4K
PED 4L
PED 4M
PED 4R
PED 4Z

Outdoor Recreation

PED 5D
 PED 5H
 PED 5S

Sports Courses

PED 6B
 PED 6C
 PED 6F
 PED 6O
 PED 6R
 PED 6S
 PED 6T
 PED 6V
 PED 6W

Certification Courses

PED 7B
 PED 7C
 PED 7F

Special Studies

PED 190A
 PED 191A
 PED 192A
 PED 193A

Online Courses

PED 1

Liberal Studies Courses

PED 100

Physical Science

Departmental Affiliation: Physical Science and Mathematics

All students enrolled in a laboratory course will be required to pass an annual Laboratory Safety Exam. Each student will be allowed to take the test a maximum of two times. If a student does not pass the exam on the second attempt, he or she will be dropped from all laboratory classes.

Physical Therapy

Doctor of Physical Therapy Degree

Mount Saint Mary's University provides doctoral education to a diverse student body culminating in physical therapists with sound clinical reasoning in a variety of settings who are committed to professional and personal development, social citizenship and ethical, compassionate care.

This graduate degree program offers professional education based on a foundation of liberal arts and sciences. It is a three-year (9 semester) program of academic rigor requiring full time study throughout the curriculum. Concentration on the basic and clinical sciences is integrated with physical therapy patient/client management principles and procedures. The total educational experience of the student involves life-long learning, and the physical therapy curriculum facilitates this value throughout the student's acquisition of knowledge and development of intellectual skills, professional behaviors, cognitive abilities, and practice competencies. The program design provides early and continual integration of clinical experiences that foster maximum development of the student's clinical thought processes, and provides opportunities for mastery of the personal and skill-based competencies requisite for entry-level practice. The Physical Therapy Department is committed to providing an education that enables graduates to be generalist practitioners of the highest quality. The learning environment nurtures students to become skilled professional practitioners, possessing the skills of clinical reasoning and effective communication. Students experience and discover the person and service-oriented aspects of health care including:

1. An understanding of the holistic nature of health, integrating body, mind, spirit and emotion
2. An understanding of human beings, their inherent dignity, their diverse cultures, and ethnicity
3. A respect for the role of compassion and communication in health and healing
4. A respect for the role of mutual trust and responsibility in patient relationships
5. An ethical basis for decision making

As integral members of the health care team, graduates impart their knowledge and skill through competent and compassionate patient care, enlightened education, scholarly activity and research, quality consultation and a commitment to life-long learning and professional development.

The Doctor of Physical Therapy degree program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). Mount Saint Mary's DPT graduates are eligible to sit for the National Physical Therapy Exam in all 50 states, the District of Colombia, Puerto Rico and the Virgin Islands. Licenses are granted by the licensing authority in individual states and those licensing boards might require an additional exam on laws and regulations specific to that state. The Physical Therapy Board of California is the licensing authority for California and requires an exam on the laws and regulations for practice of physical therapy in California. Contact information for the licensing authorities in other jurisdictions can be found on the Federation of State Boards of Physical Therapy website here.

The DPT program utilizes the Physical Therapy Centralized Application Service (PTCAS) for all program applicants.

DPT Required

Documents Include:

- Transcripts: one official copy from each college and university attended submitted directly to the Office of Graduate Admissions (in addition to PTCAS)
- Three recommendations (academic, physical therapist, and interpersonal skills assessment) (submit to PTCAS)
- Statement of Interest (submit to PTCAS)
- Evidence of physical therapy experience in inpatient and outpatient physical therapy settings (submit to PTCAS)
- Official GRE Score Report submitted to PTCAS. Official TOEFL score submitted to PTCAS.
- Admission decisions for Fall begin the previous August. The deadline for early decision applicants is mid-August (*see PTCAS*). The application deadline for all others is December 1 of the previous Fall.

DPT Admission

Requirements:

Admission to the DPT Program is based on the following information:

- Cumulative Undergraduate Grade Point Average of 3.0 on a 4.0 scale.
- Pre-requisite Grade Point Average of 3.0 on a 4.0 scale.
- Graduate Record Exam scores for verbal reasoning, quantitative reasoning and analytical reasoning.
- Knowledge of the profession obtained by paid or volunteer clinical experience including outpatient and

inpatient settings. One-hundred twenty hours total recommended in each setting. Experience verified by a licensed physical therapist.

- For applicants whose first language is other than English, a TOEFL score of at least 550.
- Acceptable recommendations: one from an academic instructor with direct knowledge of the applicant's academic ability; one from a physical therapist who can address the applicant's clinical potential and communication skills; and one from an individual who can address the applicant's interpersonal skills.
- All admissions requirements must be submitted directly to PTCAS. The deadline for early decision applicants is mid-August (*see PTCAS*). The application deadline for all others is December 1 of the previous Fall. Upon acceptance to the program, official transcripts must be sent directly to the Office of Graduate Admissions.

DPT Prerequisite Coursework

To be acceptable, letter grades of C or higher are required. All prerequisite courses must be taken on a graded basis. All science courses must be for science majors and have laboratories. The requirements presented are on the semester system. If the applicant has attended an institution which is on the quarter system, it must be recognized that three quarter units are equivalent to two semester units. Prerequisite science courses must have been taken within the last seven years at an accredited college or university in the United States. Introductory courses are not accepted for credit toward prerequisite course work. All applicants must show evidence of satisfactory completion of the following courses:

Biology (General) 2 semesters with lab (8 units)

Upper division science (3 units)

Chemistry: 2 semesters with lab (8 units)

Communication: 1 semester written (3 units), 1 semester speech (3 units)

Human Anatomy: 1 semester with lab (4 units)

Human Physiology: 1 semester with lab (4 units)

Physics: 2 semesters with lab (8 units)

Psychology: 3 semesters (9 units): general, two elective

Statistics: 1 semester (3 units)

Recommended (not required):

Computer Science/Literacy

Critical Thinking

Ethics

Gerontology

Kinesiology

Motor Learning/Development

All courses must be completed by the summer prior to enrollment in the program.

Admissions decisions are made on a rolling basis.

The Physical Therapy Admission Committee retains discretionary authority in the application of all the criteria for admission and their decision is final. Applicants for admission are considered on the basis of the qualifications of each student without regard for race, religion, sex, age, national or state origin. Individuals who have received their Baccalaureate degree outside of the United States must have their credentials and transcripts evaluated by a recognized credential evaluation agency before the application for admission to the DPT degree program will be considered. The foreign transcript evaluation must be submitted directly to PTCAS.

Clinical facilities in the clinical portion of the curriculum are utilized throughout California and the United States.

DPT Financial Arrangements

Students are responsible for the financing of their education. Information and assistance is available and should be directly requested from the Office of Student Financing. Tuition expenses for the DPT program can be found in the tuition expense section at the beginning of this catalog, or on the University website at www.msmu.edu.

Requirements for the Professional Program

The Doctor of Physical Therapy program offers the student an entry-level professional degree. In order to progress in the curriculum, students must achieve letter grades of "C" or better in each didactic course and letter grades of "A" or "B" in all clinical affiliations. A letter grade of "C-" or "D" in one course or "NC" in a long-term clinical affiliation results in suspension from the program until the course is repeated and a letter grade of "C" or higher, or "A" or "B", in a clinical course is achieved. Two letter grades of "C-", "D" or "NC", or one "F", results in dismissal /disqualification from the program. If student performance in a clinical setting is deemed unsatisfactory or unsafe according to the standards of the facility, the University, the accrediting agency, or the state, the student may be suspended or disqualified from the program. In addition to passing each didactic course with a "C" or better, and clinical course with an "A" or "B",

students must maintain a cumulative average GPA of 3.0 or better in order to remain in the program. A cumulative GPA of less than 3.0 in any given semester will result in being placed on academic probation. In order to remain in the program and be reinstated to regular academic standing, the student must achieve a 3.0 semester GPA in each of the next two semesters. Students will receive notice of academic probation from the Graduate Dean and/or the Department Chair. Students are required to demonstrate competence in the didactic and clinical components of the program at all times. Additional information regarding Department Policies and Procedures are available on the Mount Saint Mary's website. Before enrollment and prior to each clinical practicum/affiliation/internship, evidence of acceptable health status must be on record with the Clinical Education Office within the Department of Physical Therapy. This includes but is not limited to tuberculosis screening, current immunization and a physical examination. Students must also fulfill any additional clinical site specific requirements including, but not limited to, background checks and drug screening. During all clinical experiences, students are responsible for their housing and transportation and are required to carry health insurance and malpractice insurance.

DPT Curriculum: Design

The curriculum is a sequential 3-year, 9-semester design based on a foundation of hierarchical and adult learning theory. The curriculum design incorporates values, content, and process components. In the domain of values, six values serve as a core for the program and are based on the mission and philosophy of the University and department. These values are compassion, communication, collaboration, community, critical thinking and competence (including professionalism).

Seven themes serve as the conceptual framework around which the curriculum is organized. They are Foundational and Basic Sciences, Medical Sciences, Critical Thinking/Research, Patient/Client Management, Practice Management, Integration Seminar, and Clinical Experiences. The program design incorporates the presentation of foundational sciences prior to clinical application; the appreciation of "normal" prior to learning "pathological;" a hierarchical organization that progresses content and process presentation from simple material to more complex content and skill application, and from the cognitive processing domains of knowledge and comprehension to application, analysis, synthesis and evaluation. There is also an interweaving of progressively more complex clinical experiences with didactic learning within and outside of the classroom environment; and a consistent integration of learning (current and prior) through intentional learning activities and experiences. The program includes a total of 38

weeks of clinical experiences, culminating with two 12-week clinical internships.

Physics

Departmental Affiliation: Physical Science and Mathematics

Political Science

Department Affiliation: History and Political Science

The student who specializes in Political Science investigates issues and topics relating to the following subfields within the discipline: political theory, international relations, American politics and institution, comparative politics, and public policy. Students who major in Political Science analyze political processes, behavior, systems, and institutions. Through the mastery of disciplinary methods, students are trained to explain and predict political phenomena and integrate theoretical traditions within the subfields of the discipline. A maximum choice is allowed so that the course of study can be designed according to the primary interests of the student.

Political Science B.A. Degree (or Major)

REQUIRED COURSES

Lower Division: 6 units

POL 1	American Government and Institutions	3
POL 2	Introduction to World Politics	3

Upper Division: 30 units

POL 101	Research Methods	3
	At least two of the upper division courses must be in the American Politics subfield.	6
	At least two of the upper division courses must be in International Relations or Comparative Politics subfield.	6
	Five additional upper division courses in Political Science	15

Total Credit Hours: 36

Plus General Education requirements (p. 55) and electives totaling 124 semester units, including the Language requirement.

*POL 101 fulfills the capstone requirement for Political Science.

Political Science Minor

Students wishing to minor in Political Science are required to take POL 1 or POL 2 and five additional Political Science courses.

To declare a minor in Political Science, a student must take at least 5 approved courses from Mount Saint Mary's University.

Total units in Political Science for the minor: 18

International Relations Minor

Department Affiliation: Political Science

As a subfield of Political Science, International Relations (IR) is concerned with the political interactions between states, the formation and role of international institutions, and the impact of non-state actors in international politics. The minor is designed to provide students with a deeper understanding of relations between states and a broader understanding of governmental systems outside of the United States. Our International Relations students have travelled the world as part of their scholarship including trips to Namibia, South Africa, and El Salvador.

Courses regularly offered include: International Relations Theory; International Security; North/South Relations; African Politics; Latin American Politics.

MINOR REQUIREMENTS:

A. Pre-requisites

POL 2	Introduction to World Politics	3
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Upper division course requirements:

Students must take **POL 131 (3 units), plus 15 units** from sections B and/or C. Students may apply 3 units from section D (History) towards the IR minor.

B. Theory courses

POL 130	International Political Economy	3
	or	
POL 142	International Conflict and Cooperation	3
POL 150	International Security	3

C. Policy Analysis/Regional Studies/Issue Areas

POL 122	Middle East Politics	3
POL 123	African Politics	3
POL 124	Latin American Politics	3
POL 125	U.S Foreign Policy	3
POL 126	Politics of the Former Soviet Union	3

POL 128	Politics of Globalization and Interdependence	3
POL 132	Political and Economic Development	3
POL 135	Selected Topics in International Organizations	0.0-3.0
POL 137	Ethnic Conflict and Civil War	3
POL 138	International Law	3
POL 140	North-South Relations	3
POL 143	Terrorism and Political Violence	3
POL 144	Politics of Europe and the European Union	3
POL 145	Southeast Asian Politics	3
POL 146	Military in Politics	3
POL 147	Women and Development	3
POL 149	Comparative Foreign Policy	3
POL 151	Humanitarian Intervention	3
POL 154	U.S./Mexican Relations	3

D. World History

ECO 2	Macroeconomics	3
ECO 195	International Economics	3
ECO 112	World Economic History	3
HIS 113	History and Civilization of Spain	3
HIS 124	History of the Middle East	3
HIS 130	Colonial Latin America	3
HIS 147	Europe: The Age of Imperialism and Totalitarianism 1871-1945	3
HIS 150	An Introduction to Asian History	3
HIS 151	Advanced Studies in the History of Modern Japan	3
HIS 152	Advanced Studies in the History of Modern China	3
HIS 154	The History of Modern Mexico	3

Portuguese

Department Affiliation: Language and Culture

The Department of Language & Culture offers two semester of Portuguese for students who are interested in learning the language while discovering the diverse cultural heritage of Portuguese-speaking people in Brazil, Portugal, and

Lusophone Africa. These courses can be taken for the General Education Language requirement or for elective credit.

Pre-Health Science

Pre-Health Science: Associate in Arts Degree

The Pre-Health Science Program is designed for students who wish to pursue studies which prepare them for a healthcare or biological sciences related profession. The Pre-Health Science Program provides the student with the opportunity to take general education requirements and preparatory courses for baccalaureate programs in Nursing, Biology, and related fields.

Pre-Health Science: Biological Sciences Emphasis

NOTE: This degree program will not accept students after Fall 2018.

The Associates of Arts Degree in Pre-Health Science: Biology is designed to prepare students for transfer into the Bachelor of Science or Bachelor of Art degree – Major in Biological Science program on the Chalon campus.

For AA students to transfer to a Baccalaureate Biological Science program after their first year, the students must have:

- A 3.0 cumulative GPA and
- A 2.7 science GPA and
- Have satisfactorily completed ENG 1A

AA students who qualify to transfer to Chalon after their first year will fulfill the Biological Science with a BS or BA degree at Chalon in an additional four years. Students who transfer prior to receiving their AA degree cannot request it retroactively.

AA students who don't qualify to transfer to Chalon after their first year, will stay at Doheny for a second year to take more science courses, and/or complete an AA Pre-Health Science Biological Science degree. After two years, if the student still cannot meet the GPA requirement as stated above, she needs to discuss with her advisor and dean about alternative options.

REQUIRED COURSES**First Year**

BIO 6	Scientific Skills	3
CHE 3	Foundations of Chemistry	3
MTH 1	Precalculus With Trigonometry	4
SPR 70	Careers in Health	1

Second Year

BIO 50A	Human Anatomy	3
BIO 50AL	Human Anatomy Laboratory	1
BIO 50B	Human Physiology	3
BIO 50BL	Human Physiology Laboratory	1
PSY 1	Introduction to Psychology	3
SPE 10	Introduction to Communication	2

Plus meet all the requirements for the A.A. Degree

Pre-Health Science: Nursing Emphasis

NOTE: This degree program will not accept students after Fall 2019.

The Associates of Arts Degree in Pre-Health Science: Nursing is designed to prepare students for transfer into the Bachelor of Science degree - Major in Nursing (BSN) program on the Chalon campus or the Associate Degree Nursing (ADN) Program on the Doheny Campus.

Admission to Mount Saint Mary's University does not constitute admission to a Nursing program. Admission to either the BSN program or the ADN program is determined by the Admission Committee of the Nursing Departments. Admission is granted for the sophomore year, and for the fall semesters only for BSN and for fall/spring admission for the ADN.

Admission to the programs is highly competitive, and the Admission Committees strongly suggest achieving a GPA above the minimum required for consideration. In order to be eligible for review, applicants must meet the criteria stated in the traditional BSN or ADN Program Admission Policies. Students in the Pre-Health Science: Nursing program should complete all program prerequisite requirements with a grade of C or better during the two years at the Doheny campus.

REQUIRED COURSES**Required Program Courses**

SPE 10	Introduction to Communication	2
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PSY 1	Introduction to Psychology	3
PSY 12	Lifespan/Human Development	3
	or	
PSY 15	Global Lifespan Development	3
BIO 3	General Microbiology	3
BIO 3L	General Microbiology Lab	1
BIO 5	Life Sciences	3
BIO 50A	Human Anatomy	3
BIO 50AL	Human Anatomy Laboratory	1
BIO 50B	Human Physiology	3
BIO 50BL	Human Physiology Laboratory	1
PHS 1	Scientific Concepts	3
MTH 3X	Math Skills for Nursing	2
SPR 70	Careers in Health	1

Required LACE Courses

ENG 1A	Freshman English	3
ENG 1B	Freshman English	3
MTH 10	Quantitative Reasoning and Mathematical Ideas	3
PHI 10	Critical Thinking	3
SOC 1	Introduction to Sociology	3
RST 41	Introduction to Christian Ethics	3

Subtotal: 48

Students must complete the required Program and LACE courses, plus electives totaling 60 semester units.

Fully Online Associate in Science with a major in Pre-Health Science

The Fully Online Pre-Health Science Program is designed for students who wish to pursue studies which prepare them for a healthcare related profession. The Pre-Health Science Program provides the student with the opportunity to take general education requirements and preparatory courses for programs in the health sciences. Students completing the Fully Online Pre-Health Science Program requirements will receive an Associate in Science degree.

Students interested in eventually enrolling in one of Mount Saint Mary's University Pre-Nursing or Nursing programs should be aware that admission to Mount Saint Mary's University does not constitute admission to the Nursing

program. Admission to either the BSN program or the ADN program is determined by the Admission Committee of the Nursing Departments. Admission is granted for the sophomore year, and for the fall semesters only for BSN and for fall/spring admission for the ADN. Admission to the programs is highly competitive, and the Admission Committees strongly suggest achieving a GPA above the minimum required for consideration. In order to be eligible for review, applicants must meet the criteria stated in the traditional BSN or ADN Program Admission Policies.

Students in the Fully Online Pre-Health Science Program should complete all nursing prerequisite requirements with a grade of C or better.

REQUIRED COURSES

Required Program Courses

SPE 10	Introduction to Communication	2
PSY 1	Introduction to Psychology	3
PSY 12	Lifespan/Human Development	3
	or	
PSY 15	Global Lifespan Development	3
BIO 3	General Microbiology	3
BIO 3L	General Microbiology Lab	1
BIO 5	Life Sciences	3
BIO 50A	Human Anatomy	3
BIO 50AL	Human Anatomy Laboratory	1
BIO 50B	Human Physiology	3
BIO 50BL	Human Physiology Laboratory	1
PHS 1	Scientific Concepts	3
SPR 70	Careers in Health	1

Required LACE Courses

ENG 1A	Freshman English	3
ENG 1B	Freshman English	3
MTH 10	Quantitative Reasoning and Mathematical Ideas	3
PHI 10	Critical Thinking	3
SOC 1	Introduction to Sociology	3
RST 41	Introduction to Christian Ethics	3

Subtotal: 45

Students must complete the required Program and LACE courses, plus electives totaling 60 semester units.

*Note -- online science laboratory courses, such as BIO 50AL (p. 246), BIO 50BL (p. 247), and BIO 3L (p. 246), may not be transferable to nursing programs.

Pre-Law

Department Affiliation: History and Political Science

Pre-Law Minor

The Pre-Law Minor is designed to prepare students for law school and emphasizes the analytical, oral, and written skills requisite to the study of law. Early identification of an interest in law enables the student to approach the rigorous demands of both legal study and that of the legal profession more efficiently and effectively. It is essential that the student and the Director of the Pre-Law Minor collaborate in the process of selecting elective courses within the minor that will best prepare the individual student. The minor requires a minimum of six upper division courses (18 units).

Prerequisites

POL 1	American Government and Institutions	3
PHI 10	Critical Thinking	3
BUS 5	Business Law I	3
	or	
POL 5	Business Law	3

Required upper division courses:

POL 103	Legal Reasoning	3
POL 108	U.S. Constitutional Law	3

Plus four upper division elective courses from among the following:

Business Law:

BUS 106	Business Law II	3
	or	
POL 105	Advanced Business Law	3
BUS 171	Real Estate Law and Management	3
	or	

POL 106	Real Estate Law	3
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Civil Rights/Advocacy:

POL 102	Women and the Law	3
POL 109	Individual Rights	3

POL 133	Mock Trial	0.0-3.0
POL 134	Moot Court	0.0-3.0
POL 138	International Law	3
POL 176	Public Policy	3
POL 180	State and Local Government	3
POL 188	Administrative Law	3
Criminal Law:		
POL 107	Criminal Law	3
CRI 109	Forensic Studies: Criminalistics	3
CRI 110	Juvenile Delinquency	3
CRI 111	Criminology	3
Theory and Process:		
PHI 155	Symbolic Logic	3
PHI 165	Philosophy of Law	3
POL 120	Legislative Process	3
POL 121	Judicial Politics	3

Any upper division course approved by the Director of the Pre-Law Minor.

Professional Photography

Professional Photography BFA

The BFA Professional Photography Program at MSMU program integrates liberal arts, ethics, and professional business practices with a core photography and media production curriculum that prepares students for the creative business and technical challenges of a professional photography career.

The program gives the student a hands-on experience from the first day of the first course. The curriculum will provide the student with both the technical foundation skills and critical thinking tools that will help in shaping the student's own unique vision. The Professional Photography faculty is made up of industry recognized photographers who have also been recognized for their ability to inspire students in the classroom.

DEGREE REQUIREMENTS

Core Courses

PHO 2	Foundations of Photography	3
PHO 4	Digital Asset Management and Workflow	3
PHO 6	History of Photography	3
PHO 8	The Art of Lighting	3
PHO 30	Studio Product Photography	3
PHO 34	Photoshop and Digital Printing	3
PHO 104	Lighting for People	3
PHO 107	Applied Photography	3
PHO 109	Photography as Fine Art	3
FLM 139A	Introduction to Digital Video Production	3
PHO 198	Senior Capstone	3

Subtotal: 33

Business Courses

Complete all of the following:

BUS 4	Business Foundations and Analysis	3
BUS 5	Business Law I	3
BUS 15A	Accounting Principles I	3
PHO 140	Business of Photography	3

Subtotal: 12

Electives

Complete any seven elective classes offered by the Film, Media & Communication department (FLM, JRN, PHO, etc.) and/or other classes by advisement such as:

ART 10	Photography I	3
ART 108	Digital Deluge	3
ART 150A	Photography II: Portraiture	3
ART 152A	Color Digital Photography	3

Subtotal: 21

Plus General Education requirements (p. 55) and electives totaling 124 semester units, including the Language requirement.

*PHO 198 fulfills the capstone requirement for Professional Photography.

Subtotal: 66

Photography Minor

The minor in photography at MSMU gives the students in any major an opportunity to compliment their studies with a well rounded survey of photographic courses. In today's visual world the ability to create and understand unique imagery is an added value in any sector of business, for profit or non profit.

Through coursework the student has the opportunity to learn basic foundations of photography, advanced lighting techniques, studio product photography, workflow, aesthetics, critical analysis and professional practices.

For the minor in Photography at Mount Saint Mary's University a total of 18 units of credit are required. Also, 9 units of the 18 must be upper division credit (3 UD courses) which cannot be used to fulfill requirements for the major, general education, or another minor.

REQUIREMENTS

Core Courses

PHO 2	Foundations of Photography	3
PHO 8	The Art of Lighting	3
FLM 139A	Introduction to Digital Video Production	3

Subtotal: 9

Electives

Complete any three PHO elective classes and/or other classes by advisement such as:

ART 10	Photography I	3
ART 108	Digital Deluge	3
ART 150A	Photography II: Portraiture	3
ART 152A	Color Digital Photography	3

Subtotal: 9

Total Credit Hours: 18

Psychology

Contemporary psychology is an empirical science actively pursuing basic research and applications in school settings, the workplace, and the treatment of personal problems in private life. The curriculum for the psychology major consists of courses critically examining the basic theories, findings, and applications of psychological research. Training is geared toward preparing students for later advanced

studies. In addition to the major, the University offers a minor in Psychology, and a Master of Science in Counseling Psychology, with specializations in Marriage and Family Therapy (MFT), Licensed Professional Clinical Counselor (LPCC), or General Counseling Psychology (GCP). Within the MFT and LPCC program, the ¡Enlaces! Certificate is available for students who want advanced training in counseling the Spanish speaking client.

Psychology: Undergraduate

Mission Statement

The Psychology Department at Mount Saint Mary's University is teaching-oriented and student focused. Our goals for students, and our curriculum, reflect our concern that students have a broad knowledge base in psychology. This program prepares majors to develop as strong critical thinkers, researchers, exemplary communicators, informed and participatory citizens, and effective leaders. We value the ethical application of psychology in counseling settings, in the research laboratory, and as part of community service. The mission of the Psychology Department is to prepare our students to pursue advanced study, or to apply psychological knowledge in a variety of professions.

Psychology, Bachelor of Arts

MSMU Psychology Major Mission Statement

The psychology major guides students through the scientific methods, theoretical approaches, and practical applications in the study of human behavior and mental processes. Grounded in the MSMU mission and liberal arts tradition, the Psychology department is committed to employing innovative and evidence-based teaching to empower individuals to become socially responsible global citizens. With exposure to the basic and applied fields of psychology, students develop, practice, and/or engage in:

- professional communication skills
- scientific inquiry and critical thinking
- ethically solving complex social problems in a diverse world
- career exploration and preparation
- leadership development and service in the surrounding communities

Program Requirements for Psychology B.A.

It is recommended that psychology majors take MTH 10 (p. 350), MTH 50 (p. 350) or MTH 51 (p. 350) in preparation for PSY 40 (p. 395). In addition to fulfilling general education requirements, all psychology majors are required to take the following courses.

Foundation Courses (9 units)

PSY 1	Introduction to Psychology	3
PSY 125	Basic Communication Skills	3

PSY 103	Applied Psychology	3
	or	

PSY 187	Careers in Psychology	3
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Methods Courses (12 units)

PSY 40	Basic Statistical Methods	3
PSY 106	Basic Research Methods	3
PSY 106L	Basic Research Methods Lab	3

Experiential Methods

Students must take 3 units from the following experiential methods courses:

PSY 111	Applied Statistical Computing	3
PSY 155	Psychological Testing	3
PSY 194	Advanced Research Apprenticeship	0.0-3.0
PSY 167A	Psychological Methods Special Topics	1.0-3.0

Knowledge Base (15 units)

Students must take 3 units in each of the following Psychology knowledge base domains: Sociocultural, Cognitive, Developmental, Biological, and Mental/Physical Health.

Sociocultural (3 units):

PSY 145	Social Psychology	3
PSY 159	Social Psychology & Society	3
PSY 167B	Sociocultural Knowledge Base Special Topics	1.0-3.0

Cognitive (3 units):

PSY 161	Cognitive Psychology	3
PSY 134	Learning and Memory Processes	3
PSY 160	Cognition and Perception	3
PSY 167C	Cognitive Knowledge Base Special Topics	1.0-3.0

Developmental (3 units):

PSY 12	Lifespan/Human Development	3
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PSY 102	Issues in Human Development	3
PSY 13	Child Development	3
PSY 15	Global Lifespan Development	3
PSY 128	Adulthood and Aging	3
PSY 167D	Developmental Knowledge Base Special Topics	1.0-3.0

Biological (3 units):

PSY 52	Biological Psychology	3
PSY 157	Brain and Behavior	3
PSY 167E	Biological Knowledge Base Special Topics	1.0-3.0

Mental/Physical Health (3 units):

PSY 168	Abnormal Psychology	3
PSY 122	Health Psychology	3
PSY 101	Counseling Theories	3
PSY 132	Personality Theory	3
PSY 156	Personality and Adjustment	3
PSY 167F	Mental/Physical Health Knowledge Base Special Topics	1.0-3.0

Practice (3 units)

PSY 192	Practicum	3
	or	
PSY 193	Research Apprenticeship	0.0-3.0

Capstone (3 units)

PSY 190	Workshop	1.0-3.0
	or	
PSY 195	Capstone	3

Applied Electives (12 units)

Students must take 12 additional units of upper division psychology courses. Consult with your advisor to discuss courses that fit your interests and goals. These applied courses cannot count towards other psychology requirements.

PSY 104	Career Counseling	3
PSY 107	Positive Psychology	3
PSY 110	Gender Issues in Psychology	3

PSY 112	Careers and Observation in Child Development Settings	3
PSY 113	Learning in Children and Adolescents across Cultures	3
PSY 118	Interventions for Children with Disabilities	3
PSY 119	Alcohol and Substance Abuse	3
PSY 120	Forensic Psychology	3
PSY 121	Grief and Bereavement	3
PSY 127	Immigrant Experience	3
PSY 129	Motivation	3
PSY 138	Managing Non-Profit Organizations	3
PSY 139	Child Abuse and Family Violence	3
PSY 140	Personality Disorders	3
PSY 144	Psychology of Prejudice	3
PSY 148	Industrial/Organizational Psychology	3
PSY 151	Divorce and Remarriage	3
PSY 158	Educational Psychology	3
PSY 165	Medical Treatments of Mental Illness	3
PSY 167	Special Topics in Psychology	1.0-3.0
PSY 172	Developmental Psychopathology	3
PSY 175	Human Sexuality	3
PSY 178	Psychology and Film	3
PSY 182	History and Systems of Psychology	3
PSY 185	Psychology of Law	3
PSY 186	Violence Against Women	3
PSY 188	Crisis Intervention	3

Total Credit Hours: 54

Plus General Education requirements (p. 55) and electives totaling 124 semester units, including the Language requirement.

*PSY 190 or PSY 195 fulfills the capstone requirement for Psychology.

Psychology Major Suggested Sequence of Courses

The following is a model for completing the Psychology major in four years. Only Psychology courses are listed. See

Major structure (above) for specific courses that fall into each category.

First Year

Foundation Course #1	Psy 1 (Introduction to Psychology)	3
Foundation Course #2	Psy 103 (Applied Psychology) / Psy 187 (Careers in Psychology) OR Psy 125 (Basic Communication Skills)	3

Statistics/Methods Course #1	Psy 40 (Basic Statistical Methods)	3
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Second Year

Statistics/Methods Course #2	Psy 106 (Basic Research Methods) AND Psy 106L (Basic Research Methods Lab)	6
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Foundation Course #3	Psy 103 (Applied Psychology)/Psy 187 (Careers in Psychology) OR Psy 125 (Basic Communication Skills)	3
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Knowledge Base #1	Choose a course from one of the knowledge base areas: Sociocultural, Cognitive, Developmental, Biological, and Mental / Physical Health	3
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Statistics/Methods Course #3	Psy 111 (Applied Statistical Computing) OR Psy 155 (Psychological Testing) OR Psy 194 (Advanced Research Apprenticeship) OR Psy 167A (Special Topics in Research Methods and Statistics)	3
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Third Year

Practice Course	Psy 192 (Practicum) or Psy 193 (Research Apprenticeship)	3
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Knowledge Base #2	Choose a course from one of the knowledge base areas: Sociocultural,	3
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Cognitive, Developmental, Biological, and Mental / Physical Health

Knowledge Base #3	Choose a course from one of the knowledge base areas: Sociocultural, Cognitive, Developmental, Biological, and Mental / Physical Health	3
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Knowledge Base #4	Choose a course from one of the knowledge base areas: Sociocultural, Cognitive, Developmental, Biological, and Mental / Physical Health	3
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Applied Elective #1	Choice of UD elective - Psy 1xx	3
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Applied Elective #2	Choice of UD elective - Psy 1xx	3
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Fourth Year

Knowledge Base #5	Choose a course from one of the knowledge base areas: Sociocultural, Cognitive, Developmental, Biological, and Mental / Physical Health	3
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Applied Elective #3	Choice of UD elective - Psy 1xx	3
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Applied Elective #4	Choice of UD elective - Psy 1xx	3
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Capstone Course	Psy 190 (Workshop) OR Psy 195 (Capstone)	3
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Psychology B.A. Assessment Goals and Outcomes

Students earning the B.A. in psychology will achieve the following goals and outcomes:

Goals	Outcomes
<u>Disciplinary Content Knowledge</u> Be conversant with the major theoretical aspects of psychology and have a contextual understanding of human behavior	1. Show proficiency in five knowledge base areas in psychology: sociocultural, cognitive, developmental, biological, mental/physical health.
<u>Communication</u> Communicate effectively in writing	2. Compose a theoretically-based essay.
<u>Research Competence</u> Become a sophisticated consumer of scientific claims	3. Evaluate scientific claims in the popular media 4. Design a quality APA style research project 5. Apply and explain the logic of statistics

Counseling Skills

Demonstrate basic counseling skills

6. Demonstrate accurate listening skills. Apply reflecting skills in response to prompts. Use probing questions effectively.
7. Distinguish subjective from objective observations of human behavior.

Career/Professional Knowledge and Attitudes, Professional Development

Understand the role of psychology in society, core elements of professional ethics, and career paths.

8. Demonstrate understanding of basic elements of professional ethics in research and counseling.
9. Define career paths and develop skills relevant to pursuing them.
10. Demonstrate interpersonal awareness and sensitivity to differences and similarities in the way people are treated due to gender, race, ethnicity, culture, class, and sexual orientation

Applied Psychology, Bachelor of Arts (Weekend College)

Program Requirements for Applied Psychology B.A.

The Applied Psychology B.A. program provides a foundation in psychology with an emphasis on how we can apply psychological knowledge to real world problems. Applied psychology encompasses, though is not limited to, educational, forensic, sports, health, industrial and organizational, school, clinical, and some fields of research psychology. Applied psychologists work in a variety of settings including for-profit or nonprofit organizations, local, state, or federal governments, and educational organizations.

Lower Division Required Courses

PSY 1	Introduction to Psychology	3
PSY 40	Basic Statistical Methods	3
	or	
MTH 38	Elements of Probability and Statistics	3

Subtotal: 6

Upper Division Required Courses

PSY 102	Issues in Human Development	3
PSY 103	Applied Psychology	3
PSY 125	Basic Communication Skills	3
	or	
PSY 163	Communicating in a Diverse World	3
PSY 141	Applied Research Methods & Statistics	3
PSY 154	Applied Psychology Practicum	3
PSY 162	Applied Qualitative Research Methods	3
PSY 168	Abnormal Psychology	3
PSY 195	Capstone	3

Subtotal: 24

Applied Psychology Electives

Students must take 24 additional units of upper division psychology courses. Consult with your advisor to discuss courses that fit your interests and goals. These applied courses cannot count towards other psychology requirements.

PSY 1XX	Upper Division Elective Course	3
PSY 1XX	Upper Division Elective Course	3
PSY 1XX	Upper Division Elective Course	3
PSY 1XX	Upper Division Elective Course	3
PSY 1XX	Upper Division Elective Course	3
PSY 1XX	Upper Division Elective Course	3
PSY 1XX	Upper Division Elective Course	3
PSY 1XX	Upper Division Elective Course	3

Subtotal: 24

Plus General Education requirements (p. 55) and electives totaling 124 semester units, including the Language requirement.

*PSY 195 fulfills the capstone requirement for Applied Psychology.

Subtotal: 54

Applied Psychology B.A., Assessment Goals and Outcomes

Students earning the B.A. in applied psychology will achieve the following goals and outcomes:

Goals**Disciplinary Content Knowledge**

Be conversant with the major theoretical aspects of psychology and have a contextual understanding of human behavior.

Communication

Communicate effectively in writing.

Research Competence

Become an informed consumer of scientific claims.

Counseling Skills

Demonstrate basic counseling skills.

Career/Professional Knowledge and Attitudes, Professional Development

Understand the role of psychology in society, core elements of professional ethics, and career paths.

Outcomes

1. Show proficiency in five of eight major content areas in the discipline of psychology: applied, developmental, social, personality, abnormal, biological, educational, health, and positive psychology.

2. Compose a theoretically-based essay.

3. Evaluate scientific claims in the popular media

4. Demonstrate accurate listening skills
5. Distinguish subjective from objective observations of human behavior

6. Demonstrate understanding of basic elements of professional ethics in applied psychology contexts.
7. Define career paths and develop skills relevant to pursuing them.
8. Demonstrate interpersonal awareness and sensitivity to differences and similarities in the way people are treated due to gender, race, ethnicity, culture, class, and sexual orientation.

Students must successfully complete with a grade of C or higher any prerequisites before being admitted to courses with listed prerequisites. This policy may only be waived with instructor consent.

Units and Residency Requirements . Students must also complete General Education requirements and electives for a total of 124 semester units, including the Language requirement. At least 15 upper division units must be completed in the MSMU Psychology program.

Undergraduate/ Graduate Psychology Cross-Listed Courses.

Junior and senior psychology majors with at least a 3.0 GPA in their psychology coursework may enroll in a maximum of 9 units of selected cross-listed undergraduate/graduate courses for undergraduate credit. Recommendation of the student's advisor and permission of the Department Chair, Graduate Program Director, and the course instructor are required. Although in graduate work a B- is the minimum grade for passing a course, for undergraduate students a C is the minimum grade for passing. Successful completion of graduate courses does not guarantee admission to the graduate psychology program.

Psychology Minor**Requirements**

A Psychology minor requires a minimum of 18 units selected in consultation with the Department Chair. At least four upper division courses with a grade of C or better are required. Three courses (9 units) must be completed in the MSMU Psychology program.

Counseling Psychology, Master of Science**Mission Statement**

The Graduate Psychology Program prepares students to apply evidence-based counseling practices and recovery oriented care in a culturally competent manner. Through diverse pedagogical practices, students (1) expand and deepen their understanding of counseling theories, (2) strengthen their critical thinking skills, (3) apply research to practice, and (4) effectively utilize this knowledge in an applied setting. Graduates from this program demonstrate exemplary communication and leadership skills, becoming informed and participatory citizens in a variety of professional roles.

Admission Requirements

Those applying for the master's degree in Counseling Psychology should have all of the following:

Undergraduate Psychology Policies

Grading Policies. Majors must earn a grade of C (2.0) or higher in Psychology courses applied toward degree requirements. Grades of C- or lower must be repeated. Courses may only be repeated one time. The higher grade will be computed in the GPA.

- A bachelor's degree or its equivalent from an accredited institution.
- A grade point average of at least 3.00 for undergraduate work.
- If the undergraduate degree is not in Psychology, applicants must take an Introductory Psychology course prior to entering the program.
- See other general requirements of the Graduate Division.

Degree Specializations

The master's degree in Counseling Psychology has three specializations: Marriage and Family Therapy (MFT), Licensed Professional Clinical Counselor (LPCC), and General Counseling Psychology (GCP). Below you will find a description of each specialization.

The Marriage & Family Therapist (MFT) and Licensed Professional Clinical Counselor (LPCC) programs meet the standards and have been approved by the California Board of Behavioral Science, leading to an MFT or LPCC counselor license in California. Mount Saint Mary's is in the process of researching program professional licensure standards in other states.

Marriage and Family Therapy/Licensed Professional Clinical Counselor (Minimum of 60 units required)

The master's degree in Counseling Psychology with a specialization in Marriage and Family Therapy/Licensed Professional Clinical Counselor will teach students to apply psychotherapeutic research and principles in the treatment of individuals, couples and families. The focus of the program is on clinical assessment, planning and implementation of treatment goals for those with emotional difficulties and distress. Students will learn the theories and ethical evidenced based practice of psychotherapy, to be applied in a variety of treatment settings. The program meets academic requirements for those who seek the California Marriage and Family Therapy License or the Professional Clinical Counselor license. 250 face-to-face fieldwork hours are required for the MFT license, whereas 280 face-to-face fieldwork hours are required for the LPCC.

The Marriage & Family Therapist (MFT) and Licensed Professional Clinical Counselor (LPCC) programs meet the standards and have been approved by the California Board of Behavioral Science, leading to an MFT or LPCC counselor license in California. Mount Saint Mary's is in the process of

researching program professional licensure standards in other states.

Core Courses (21 units)

PSY 227	Introduction to Counseling	3
PSY 202	Lifespan Development	3
PSY 268	Psychopathology	3
PSY 263	Law and Ethics in Counseling	3
PSY 200	Applying Research to Practice	3
PSY 225	Counseling Theories	3
PSY 203	Multicultural Counseling	3

Counseling Courses (30 units)

PSY 236	Family Counseling	3
PSY 241	Couples Counseling	3
PSY 274	Child and Adolescent Counseling	3
PSY 281	Community Mental Health	3
PSY 254	Crisis and Trauma	3
PSY 239	Addiction Counseling	3
PSY 230	Assessment	3
PSY 235	Group Counseling	3
PSY 265	Psychopharmacology	3
PSY 234	Career Counseling	3
	or	
PSY 290	Workshop	1.0-3.0

PSY 234 Career Counseling (req. only for LPCC)

PSY 290 Workshop (total 3 units required for MFT)

Field Work (9 units)

PSY 269A	Counseling Practicum	3
PSY 269B	Advanced Counseling Practicum	3
PSY 269C	Professional Practices	3

(with a minimum of 250 face-to-face client contact hours for the MFT or 280 face-to-face hours for the LPCC acceptable to the BBS)

General Counseling Psychology

The master's degree in Counseling Psychology with a specialization in General Counseling Psychology is a 36 unit program that explores counseling theories and topics, but does not have a clinical field work requirement (and therefore does not prepare students for professional licensure as therapists). This specialization is designed for students who plan to use basic counseling and advocacy skills across a range of 'helping' professions, including education and non-profit settings.

Students will take 18 units of core requirements and 18 units of electives. Those interested in developing clinical knowledge may select electives primarily from the MFT coursework; those interested in advocacy and leadership in serving diverse populations may select courses designed specifically for the GCP specialization. Students are allowed a maximum of 6 units in another graduate department (Humanities, Education, Business, Religious Studies) with approval of course instructor. Individualized plans will be tailored to each student through consultations with an academic advisor.

Completion of this specialization does NOT lead to professional licensure.

Note: if you should ever decide to return for an MFT specialization after completion of the General Counseling Psychology specialization, you will only be allowed to transfer up to 6 units into the MFT specialization; the rest of the classes will need to be repeated.

Core Courses (18 units)

PSY 227	Introduction to Counseling	3
PSY 268	Psychopathology	3
PSY 276	Ethics across Counseling Professions	3
	or	
PSY 263	Law and Ethics in Counseling	3
PSY 285	Practitioner Research Design & Analysis	3
	or	
PSY 200	Applying Research to Practice	3
PSY 225	Counseling Theories	3
PSY 203	Multicultural Counseling	3

Elective Courses (18 units)

PSY 2xx	Elective Course
PSY 2xx	Elective Course

PSY 2xx Elective Course

PSY 2xx Elective Course

PSY 2xx Elective Course

PSY 2xx Elective Course

Graduate Psychology Policies

Professional Obligations. Professional behavior is expected from MSMU students at all time. Students must abide by the ethical standards of the American Association of Marriage and Family Therapy and the California Association of Marriage and Family Therapists, all departmental and University policies, and the policies of any and all placement sites. If the expectations of the University or the placement site are not met, the student is subject to dismissal from the program.

All MFT students are required to join their state professional organization (CAMFT or AAMFT-CA) and obtain malpractice insurance during their fieldwork year.

Specializations. Students who wish to change specializations within the Counseling Psychology Master's Degree Program may do so in consultation with their advisor and at the recommendation of the Director of the Graduate Psychology Program. Specific requirements to change specializations will be provided by the student's academic advisor.

Grading Policies . Students enrolled in the master's programs at MSMU must maintain a 3.0 GPA. If they fall below this GPA, students are put on probation and given one semester to bring their grades up to a 3.0. If this is not achieved, they will be dismissed from the program.

Students must earn the grade of B- or better in each course applied toward degree requirements. Courses may only be repeated one time. The higher grade will be computed in the GPA. If a student does not earn a B- or better upon repetition of the course, the student will be dismissed from the program.

Undergraduate / Graduate Psychology Cross-Listed Courses . Students who took Mount Saint Mary's University graduate level psychology cross-listed courses for undergraduate credit and received a B- or better may petition to transfer such courses toward their psychology graduate degree program at the Mount. These courses are subject to the Graduate Division Transfer of Credit Policy (see Graduate section of this catalog).

Psychology M.S. Assessment Goals and Outcomes

Students earning the M.S. in psychology will achieve the following goals and outcomes:

Goals	Outcomes
<u>Clinical Evaluation</u> Students will demonstrate an ability to evaluate clients and assess crisis situations.	1. Clinical Evaluation: Student is able to conduct a thorough clinical evaluation including a case's presenting problem, psychosocial history, mental status exam, and diagnosis. 2. Crisis: Student demonstrates a thorough understanding of crisis and trauma and is able to manage crisis situations throughout the case.
<u>Treatment</u> Students will demonstrate an understanding of different theoretical orientations and counseling interventions.	3. Treatment Plan: Student will develop an intervention plan for a case using one theoretical orientation. 4. Treatment: Student provides a range of interventions as well as alternative interventions consistent with treatment plan and theory with a rationale.
<u>Law and Ethics</u> Students will demonstrate knowledge of law and ethics in the field of counseling psychology	5. Ethics & Laws: Students demonstrate knowledge of professional code of ethics, confidentiality issues, the legal responsibility of counseling ethics, and liabilities of practice and research, familiarity with regional and federal laws as they relate to counseling.
<u>Human Diversity</u> Students will demonstrate cultural competency and its application in a clinical	6. Human Diversity: Student exhibits sensitivity to issues of human and cultural diversities when working in the field of counseling.

setting.

Research Competence
 Students will demonstrate an ability to evaluate and apply research to the field of psychology.

Goal 6-Written and Oral Communication:
 Disseminate and communicate information effectively in oral and written form.

7. Research Competence: Student demonstrates an ability to evaluate and apply research to a clinical case study.

8. Written Communication: Disseminate and communicate information effectively in written form.
 9. Oral Communication: Disseminate and communicate information effectively in oral form.

Certificate Programs

¡ENLACES! Counseling the Spanish-Speaking Client:

¡Enlaces! is a certificate program that is embedded into the MFT/LPCC specialization and educates students about diverse Spanish-speaking cultures and counseling Spanish-speaking clients. The program's goal is to develop culturally informed MFT/LPCC practitioners who serve diverse communities with integrity, compassion and justice.

Students should be fluent in Spanish and are expected to take courses taught bilingually in Spanish and English. ¡Enlaces! courses focus on the development of a keen sense of cultural attunement aligned with clinical skills. Students will be expected to complete a clinical placement traineeship working with Spanish-speaking and/or bilingual clients.

In addition to the general requirements of the MFT/LPCC program, admissions into ¡Enlaces! includes an interview with the coordinator and approval for the certificate. In order to add or drop the ¡Enlaces! emphasis, the Registrar's Change of Emphasis form must be completed and signed by the ¡Enlaces! Coordinator and sent to the Registrar's office.

THIS CERTIFICATE REQUIRES

PSY 274	Child and Adolescent Counseling	3
PSY 235	Group Counseling	3
PSY 236	Family Counseling	3
PSY 241	Couples Counseling	3
PSY 269A	Counseling Practicum	3
PSY 269B	Advanced Counseling Practicum	3
PSY 269C	Professional Practices	3

Clinical Psychology, Doctorate

PROGRAM AIM: To train the next generation of health service psychologists in the integration of science and practice as relates to the broad and general preparation for entry level practice of ethical, socially just, culturally-competent and evidence-based diagnostic, intervention and assessment services, with particular commitment to cultural and individual difference and diversity.

The PsyD Clinical Psychology program is designed to train psychologists to provide professional psychological services to Spanish-speaking or other diverse populations. The PsyD program offers a curriculum designed to meet the needs of a multi-cultural environment with a strong social justice focus. Our practitioner-scholar model prepares students to contribute meaningfully to the field and practice of clinical psychology.

Each cohort is capped at 15 students, giving students the opportunity to work closely with peers and an expert faculty. Faculty members offer a significant amount of mentoring and advising throughout the coursework and fifth year internship.

The program is designed as a full-time, day-time five-year graduate program. Over the first four years, courses will be offered two days per week Monday through Thursday, year-round with additional research, practica and professional development activities when not in class. The program will culminate with a fifth-year, full-time clinical internship.

Embedded in the required coursework, all students are expected to complete a dissertation prior to beginning their clinical internship to help inform their practice. Students work closely with their advisor to fulfill this requirement as it relates to their chosen emphasis.

Alignment with APA Standards of Accreditation

In accordance with the American Psychological Association (APA) Standards of Accreditation, the following PROFESSION-WIDE COMPETENCIES are foundational to the curriculum of our PsyD program:

1. Research - Demonstrates understanding and respect for research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan.

2. Ethical and legal standards -Demonstrates application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.

3. Individual and cultural diversity – Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal backgrounds and characteristics defined broadly and consistent with APA policy/guidelines.

4. Professional values, attitudes and behaviors - Adherence to professional values including self-reflection, integrity, professional identity and comportment, accountability and concern for the welfare of others.

5. Communication and interpersonal skills -Develop individual and group interpersonal skills to improve and foster participation and interaction critical for achieving individual, group and diverse community goals. Able to demonstrate verbal and non-verbal congruency and ability to demonstrate engagement.

6. Assessment - Able to assess and diagnose problems, capabilities and issues associated with diverse individuals, groups and/or organization. Able to demonstrate conceptualization of problems considering the context and other relevant factors.

7. Intervention - Able to plan, implement and evaluate interventions designed to alleviate suffering and to promote health and well-being of diverse individuals, groups and organizations. Able to demonstrate conceptualization of problems considering the context and other relevant factors.

8. Supervision - Able to guide, support and direct the integration of research and clinical expertise in the context of patient factors.

9. Consultation and inter-professional/interdisciplinary skills - The ability to provide expert guidance or professional assistance in response to a client's needs or goals. Able to use interpersonal skills needed to collaborate well with others.

Also, in accordance with the APA Standards of Accreditation "Implementing Regulations," the following behaviors are expected by doctoral students and interns:

Professional Values and Attitudes

- Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

Communication and Interpersonal Skills

- Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- Demonstrate effective interpersonal skills and the ability to manage difficult communications well.

Clinical Practice

Practica and the final-year internship are integral to our scholar-practitioner curriculum. In the fifth- and final-year of the program all students are required to complete a full-time clinical internship. This may be a local or national placement and students enroll in a 3-unit course each semester of the

2. Completion of 18 semester units with "B" or better in the following courses

Required prerequisite courses:

- General or Introductory Psychology
- Abnormal Psychology
- Research Methods or Statistics
- Remaining units may be in other areas of social science
- **Note:** Courses may be taken at a variety of institutions

1. **Minimum 3.0 cumulative grade-point average (GPA)** on a 4.0 scale for undergraduate work. If your GPA does not meet the minimum requirement—or if you believe that your GPA is not a valid indicator of your ability—you may submit an application, and provide a brief statement (**no more than one page**) explaining circumstances or limitations that affected your GPA

Application Components & Process

All PsyD applicants are responsible for submitting the following:

PsyD Admission Application

Application Essay

Three (3) Letters of Recommendation

Résumé / Curriculum Vitae

Official Transcripts

Graduate Record Examination (GRE)

Admission Requirements

final year as part of this requirement.

Grounded in social justice, our program is committed to evaluating applications holistically based on students' capacity to contribute to the study and practice of clinical psychology.

Students who wish to apply to the PsyD program must meet minimum graduate admission requirements.

1. **A baccalaureate or professional degree** (or equivalent foreign credential) from a regionally accredited U.S. college or university, earned by the expected date of entry

Admission Interview (The interview will be arranged by the selection committee, based upon successful completion and evaluation of the preceding documents.) In addition, if applicants are granted an interview, they will participate in an onsite essay as part of the admissions process.

Degree Specializations

The doctorate in Clinical Psychology has two specializations: Diverse Populations and Latinx Mental Health.

Students enrolled in the Diverse Populations specialization may select any population(s) (e.g. LGBTQ, African-

American, Asian-American) in which they would like to build expertise.

Students enrolled in the Latinx Mental Health specialization will focus their dissertation research, practica and internships with Spanish-speaking populations.

The MSMU PsyD Clinical Psychology program meets the graduate education requirements in the state of California for licensure as a psychologist. Students seeking licensure in another state should contact the Association of State and Provincial Psychology Boards for licensure requirements. For more information, please contact gradpsy@msmu.edu or 213-477-2658.

SEQUENCE OF COURSES

First Year

PSY 400	History and Systems	3
PSY 410	Introduction to Clinical Assessment	3
PSY 411	Cognitive & Academic Assessment	3
PSY 401	Statistics	3
PSY 412	Clinical Psychopathology	3
PSY 405	Professional Ethical and Legal Standards	3
PSY 413	Personality Assessment	3
PSY 402	Research Design & Quantitative Methods	3
PSY 408	Professional Values, Attitudes & Behaviors	1
PSY 409	Communication & Interpersonal Skills	1
PSY 406	Diverse Populations	3
PSY 450	Social Justice Practicum	1

Subtotal: 30

Second Year

PSY 420	Developmental Aspects of Behavior	3
PSY 421	Cognitive Aspects of Behavior	3
PSY 403	Research Methods: Qualitative	3
PSY 430	Crisis Assessment & Intervention	2
PSY 451A	Diagnostic Practicum I	2
PSY 431	Psychodynamic Theories & Interventions	3
PSY 432	Cognitive Behavioral Theories & Interventions	3

PSY 404	Psychometrics	2
PSY 451B	Diagnostic Practicum II	2
PSY 422	Biological Aspects of Behavior	3
PSY 423	Social Aspects of Behavior	3
PSY 451C	Diagnostic Practicum III	1

Subtotal: 30

Third Year

PSY 407	Multicultural Interventions	3
PSY 499	Emphasis Course	3
PSY 434	Child & Adolescent Interventions	3
PSY 461	Dissertation Proposal I	1
PSY 452A	Clinical Practicum I	2
PSY 435	Relationship/Family Interventions	3
PSY 436	Group Interventions	3
PSY 499	Emphasis Course	3
PSY 462	Dissertation Proposal II	1
PSY 452B	Clinical Practicum II	2
PSY 424	Affective Aspects of Behavior	2
PSY 437	Addiction Interventions	2
PSY 463	Dissertation Proposal III	1
PSY 452C	Clinical Practicum III	1
PSY 460	Proficiency Exam	

Subtotal: 30

Fourth Year

PSY 471	Dissertation I	2
PSY 453A	Advanced Practicum I	2
PSY 440	Human Sexuality & Gender Diversity	3
PSY 433	Contemporary/Post-Modern Theories & Interventions	3
PSY 499	Emphasis Course	3
PSY 472	Dissertation II	2
PSY 453B	Advanced Practicum II	2
PSY 441	Clinical Psychopharmacology	3
PSY 499	Emphasis Course	3
PSY 473	Dissertation III	2

PSY 453C	Advanced Practicum III	1
PSY 425	Clinical Supervision	1
PSY 426	Consultation & Inter-Professional/Interdisciplinary Skills	1
PSY 442	Community Mental Healthcare	2
Subtotal: 30		
Fifth Year		
PSY 481	Internship I	3
PSY 482	Internship II	3
PSY 483	Internship III	3
Subtotal: 9		
Subtotal: 129		

Religious Studies

The Religious Studies Department considers the study of religion essential to the liberal arts because of the Catholic intellectual tradition of the University. The department offers both an undergraduate major and a minor in Religious Studies, and also a Masters degree in Religious Studies. The major and the minor are designed to provide an academic foundation for graduate study in theology or religion, or for a career related to Religious Studies. The Religious Studies Department also offers courses in Social Justice and Sexual Diversity (SJSD).

Undergraduate courses are divided according to the five areas listed below:

- I. Scripture
- II. Christian Thought
- III. Christian Ethics
- IV. Religion and Religions
- V. Special Offerings

Religious Studies Bachelor of Arts Degree

REQUIRED CORE COURSES

Lower Division:

RST 11	Introduction to Hebrew Scriptures	3
RST 21	21st Century Catholicism	3
RST 41	Introduction to Christian Ethics	3

RST 61	Introduction to World Religions	3
Upper Division:		
I. Scripture (3)		
RST 115	The New Testament	3
II. Christian Thought (6)		
RST 131	Woke Jesus	3
	Another upper division course from category II Christian Thought	3
III. Christian Ethics (3)		
	An upper division course from category III Christian Ethics	3
IV. Religion and Religions Upper Division Elective (3)		
	An upper division course from category IV Religion and Religions	3
V. Senior Thesis/Project (3)		
RST 199	Senior Thesis/Project	3
Total Credit Hours: 30		

Plus General Education requirements (p. 55) and electives totaling 124 semester units including the Language requirement.

*RST 199 fulfills the capstone requirement for Religious Studies.

Majors must maintain a C or better in each of the courses taken in fulfillment of these requirements for the Religious Studies major.

Religious Studies Minor

Requirements:

1. Lower Division Scripture course (3)
2. Lower Division Christian Thought course (3)
3. RST 41: Introduction to Christian Ethics (3)
4. Lower Division Religion and Religions course (3)
5. Upper Division (9)

Total units in Religious Studies: 21

Religious Studies Graduate Program

The Master of Arts in Religious Studies is composed of two distinct, though mutually informative, concentrations. The

first concentration is in “Contextual Theology,” and the second is in “The Study of Religions.” Students in our program are expected to immerse themselves within the contexts of local communities, theorize the connections and global implications of local experiences, and utilize both to shape their scholarship. The department has a core group of faculty and visiting professors that provide continuity for the program and competency in specific fields of inquiry.

Each concentration has a 36-unit requirement to degree, which can be completed in 2-3 years. *After the completion of one semester in the MA in Religious Studies program, students must declare a concentration in one of the following two areas: Contextual Theology or The Study of Religions.

Contextual Theology

The concentration in Contextual Theology focuses on Christian theological theories and methods with special attention paid to the ways that these theologies have been intimately shaped by socio-cultural and geo-political contexts. The concentration in Contextual Theology provides a core foundation across the primary areas of study in the discipline of theology: Systematics, Ethics, and Scripture, while also providing elective course offerings that speak to the signs of the times.

The Study of Religions

The concentration in The Study of Religions is inherently interdisciplinary and interreligious, and employs social-scientific methods and theories to study religion. The Study of Religions concentration seeks to understand and analyze the meaning and function of religious traditions and practices over time, with particular attention to, and analysis of, religious phenomena emerging from specific socio-cultural and geo-political contexts.

Learning Outcomes

While each concentration has specific goals and learning outcomes, the program also has the following general learning goals and outcomes:

1. To effectively communicate the prominent theories and methods within the student's area of concentration in oral and written forms.
2. To demonstrate the capacity for critical thinking through systematic analysis and synthesis of content.
3. To engage a diverse society through practical application

of knowledge in the program to real-world setting with sensitivity to race, ethnicity, class, gender, and sexuality.

Religious Studies MA

Admission Requirements

Completion of a Bachelor of Arts in Religious Studies or a related field with a cumulative GPA of at least 3.0 from an accredited institution.

Degree Requirements:

- After the completion of one semester in the MA in Religious Studies program, students must declare a concentration in one of the following two areas: Contextual Theology or The Study of Religions
- Each area of concentration requires the completion of 36 units to degree constituted by 21 units of concentration specific required courses, 12 units of concentration specific elective courses, and 3 units of the Capstone Project. Upon approval by the Director of Graduate Religious Studies, students may take one 3-unit elective course offering outside of their declared concentration.
- **Contextual Theology**
 - 21 units of Required Courses (3-unit courses). Each of the following courses are required:
 - RST 202A: Introduction to Theology
 - RST 203: Hebrew Scriptures
 - RST 205: Christian Scriptures
 - RST 209 (p. 425): Historical Theology
 - RST 214: Foundations in Theological Ethics
 - RST 220: Theories and Methods in Religion and Theology
 - RST 221: Religion, Theology, and the City of Los Angeles
 - 12 units of Contextual Theology Electives (p. 425) (3-unit courses)
 - 3 units Capstone Project
 - **36 units total**
- **The Study of Religions**
 - 21 units of Required Courses (3-unit courses). Each of the following courses are required:

- RST 202B: Introduction to Religious Studies
- RST 204: Sacred Texts
- RST 220: Theories and Methods in Religion and Theology
- RST 221: Religion, Theology, and the City of Los Angeles
- RST 231: Sociology of Religion
- RST 233: Comparative Religious Ethics
- RST 234: World Religions
- 12 units of Study of Religions Electives (p. 426) (3-unit courses)
- 3 units Capstone project
- **36 units total**

Religious Studies MA Capstone Project:

In order to receive the M.A. in Religious Studies the student must successfully complete the Capstone Project.

The “Capstone Project” is the terminal research exercise consisting of:

- RST 290: Capstone Thesis Proposal (1)
- RST 291: Capstone Thesis (2)
- Normally the student completes RST 291 within one academic semester. If, for valid reasons, this is impossible, the student may register for RST 291A, RST 291B, RST 291C, RST 291D (1, 1, 1, 1)

Any exceptions must be approved by the Director of Graduate Religious Studies program, the Graduate Dean, and/or the Provost.

Religious Studies MA Transfer of Credit

A student may transfer six (6) units of graduate religious studies credit from an accredited institution of higher learning towards the completion of the MA in Religious Studies. The student must first successfully complete six (6) units of Mount Saint Mary's University Graduate Religious Studies credit before formally petitioning for unit transfer.

The acceptance of transfer credit is subject to the approval of the Director of Graduate Religious Studies, the Graduate Dean, and/or the Provost. Credits cannot predate admission to Mount Saint Mary's University by more than seven (7) years.

Social Justice and Sexual Diversity

The Social Justice and Sexual diversity program provides the student an opportunity to examine sexual diversity and religious discourse through the lens of Social Justice, as expressed in the Catholic Intellectual Tradition. Sexual diversity manifests itself in various forms of identity, expression, gender, and embodiment. Hence, the program weaves affirmation of sexual diversity with the themes of Social Justice: human dignity, rights and responsibilities; solidarity and community with the marginalized; and stewardship of creation. The methodology is praxis-based and interdisciplinary, and provides opportunities for local and global advocacy by and for the sexually marginalized.

Undergraduate courses are divided according to the four areas listed below:

- I. Core Course
- II. Sacred Texts
- III. Religion and Religions
- IV. Social Justice

Social Justice and Sexual Diversity Minor

MINOR REQUIREMENTS

Requirements

I. Core Course (3 units)

SJSD 1	Introduction to Social Justice and Sexual Diversity	3
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II. Sacred Texts (3 units from the following)

SJSD 11A	Sexual Diversities and Hebrew Scriptures	3
SJSD 11B	Sexual Diversities and Early Christian Scriptures	3
SJSD 11C	Sexual Diversities and Islamic Scriptures	3
SJSD 11D	Sexual Diversities and Hindu Scriptures	3
SJSD 11E	Sexual Diversities and Confucian and Buddhist Scriptures	3
SJSD 11F	Sexual Diversities and Confucian and Taoist Scriptures	3
SJSD 12	Sexuality and Religion in the Arts	3
SJSD 13	LGBTQ+ Oral History as Sacred Text	3
SJSD 119	Advanced Studies in Sacred Text	1-3

III. Religion/Religions (3 units from the following)

SJSD 61A	World Religions and Sexual Identities	3
SJSD 61B	World Religions and Sexual Identities	3
SJSD 62	Spiritual Journeys and Sexual Identities	3

SJSD 63	LGBTQ+ Issues in Christianity	3
SJSD 64	U.S. Queer Religious History	3
SJSD 161A	World Religions and Sexual Identities	3
SJSD 161B	World Religions and Sexual Identities	3
SJSD 164	U.S. Queer Religious History	3
SJSD 165	Theology of the Person and Sexuality	1.5
SJSD 166	Service, Ministry and LGBTQ+ Community	1.5
SJSD 167	Queer Theologies	3
SJSD 168	LGBTQ+ Issues in Medieval Religious Life	3
SJSD 169	Advanced Studies in Religion and Religions	1-3

IV. Social Justice (3 units from the following)

SJSD 41	Sexual Identities, Orientations and Religious Violence	3
SJSD 42	Interfaith Conversations: Inclusivity, Diversity and Sexualities	3
SJSD 43	LGBTQ+ Bioethics	3
SJSD 44	Trauma, Moral Injury in the LGBTQ+ Community	3
SJSD 45	Religion, Sexualities and the Ecological Crisis	3
SJSD 143	LGBTQ+ Bioethics	3
SJSD 144	Trauma, Moral Injury in the LGBTQ+ Community	3
SJSD 145	Religion, Sexualities and the Ecological Crisis	3
SJSD 146	War, Revolution, Genocide and Sexual Identities	3
SJSD 147	Colonialism, Religion, and Sexual Diversity	3
SJSD 148	Globalization and LGBTQ+ Communities	3
SJSD 149	Ethical Challenges for LGBTQ+ Identities in World Communities	3
SJSD 151	The Body Politic	3
SJSD 152	Advanced Studies in Social Justice	1-3
SJSD 196	Independent Study	1-3

Lower Division Elective (3 units)

Complete 3 additional lower division units from the list above

Upper Division Elective (3 units)

Complete 3 additional upper division units from the list above

Subtotal: 18

Social Work

The Bachelor of Science in Social Work (BSSW) prepares students for entry-level positions in social work as well as for graduate studies in the field. Social work is highly rewarding and client-centered, with a strong advocacy focus; assuring that services and resources needed by clients are provided to them.

The goals of the social work profession are multi-faceted and include counseling, crisis intervention, diagnosis, evaluation and assessment of client's status and needs, and resource referral. Social workers work in a wide variety of settings that provide direct care or as referral agents for clients to locate an of services in the community, such as substance abuse rehabilitation, healthcare, housing, eldercare, adoption services, foster care, or grief counseling.

The demand for social workers is high and is projected to continue to grow into the future, particularly in the areas of healthcare, gerontology, and international social work. Our program provides excellent preparation for graduate studies in social work. A high percentage of our graduates that apply to a masters in social work program are admitted, including to some of the most prestigious universities in the field, such as Columbia University, New York University, USC, UCLA, CSULB, CSULA, CSUN, and others.

Social Work Bachelor of Science Degree

REQUIREMENTS

Required preparatory lower division courses:

SW 1	Social Welfare, Social Movements, & Social Change	3
	or	
SOC 1	Introduction to Sociology	3
SW 3	Fundamentals in APA Style	1
SW 6	Child, Family, & Community	3
SOC 38	Statistics for Social Science	3
	or	
MTH 38	Elements of Probability and Statistics	3
	or	
PSY 40	Basic Statistical Methods	3

Required courses:

SW 104	Human Behavior in the Social Environment I	3
SW 105	Human Behavior in the Social Environment II	3

SW 109	Communication & Writing Essentials	3	SW 196H	Honors Thesis	1-3
SW 110	Writing Skills for Social Worker Profession	3	SW 198	Advanced Research Methods	1-6
SW 111	Social Welfare Policy	3	SW 199	Special Topics	1-3
SW 113	Field Practicum & Seminar I	4	SW 199	Special Topics	1-3
SW 114	Field Practicum & Seminar II	4	SOC 105	Couples	3
SW 115	Community Engagement	3	SOC 161	Dynamics of Majority-Minority Relations	3
SW 117	Quantitative Research Methods in Social Work	3	SOC 194	Community Health	3
	or		CRI 119	Urban Crisis Response and Management	3
SOC 117	Quantitative Research Methods	3	CRI 122	Criminal Policy and Practice	3
SW 118	Qualitative Research Methods	3	SOC 189	Sociology of Aging	3
SW 121	Human Services Ethics	3	CRI 110	Juvenile Delinquency	3
SW 122	Generalist Practice I	3	BIO 5	Life Sciences	3
SW 123	Generalist Practice II	3	BIO 10	Health Science	3
SW 126	Case Management & Intake Assessment for Social Workers	3	BIO 50A	Human Anatomy	3
SW 128	Introduction to Social Work	3	BIO 50B	Human Physiology	3
SW 129	Professional Development for Social Work Practice	3	BIO 1	Biological Dynamics	4
			BIO 2	Biological Dynamics	4
SW 136	Diversity and Advancing Human Rights	3	PHS 1	Scientific Concepts	3
Plus three courses from among the following:			PSY 1	Introduction to Psychology	3
SW 13	Anatomy for Social Services	3	PSY 12	Lifespan/Human Development	3
SW 130	Social Work Practice in Schools	3	PSY 15	Global Lifespan Development	3
SW 133	Social Work Practice with Older Adults	3	Plus General Education requirements (p. 55) and electives totaling 124 semester units.		
SW 135A	International Experience for Social Workers	1-6	* SW 113 and SW 114 fulfill the capstone requirement for Social Work.		
SW 139	Poverty and Homelessness	3	Subtotal: 72		
SW 140	Social Work Practice with U.S. Service Members, Military Families, & Veterans	3	SUGGESTED SEQUENCE OF COURSES		
SW 141	Social Work Practice in Addictions	3	Course sequencing was designed to allow for scaffolding to occur in both the course work and field education. Students will begin with their education by completing the following courses. Only Social Work courses are listed.		
SW 142	Social Work Practice with Refugees and Immigrants	3	First Year		
SW 143	Social Work Practice in Mental Health	3	Semester 1		
SW 144	Social Work Practice in Building Financial Assets and Capacity for Vulnerable Families	3	SW 1	Social Welfare, Social Movements, & Social Change	3
SW 145	Social Practice and Family Violence	3	Semester 2		
SW 146	Social Work Practice: Family Law and Children's Rights	3	SW 3	Fundamentals in APA Style	1
SW 147	Social Work Practice with Gay, Lesbian, Bisexual, Transgender (GBTL) Individuals	3			

SW 6 Child, Family, & Community 3

Second Year

Semester 1

SW 109 Communication & Writing Essentials 3

SW 128 Introduction to Social Work 3

Semester 2

SW 110 Writing Skills for Social Worker Profession 3

Third Year

Semester 1

SW 111 Social Welfare Policy 3

SW 115 Community Engagement 3

SW 117 Quantitative Research Methods in Social Work 3

SW 126 Case Management & Intake Assessment for Social Workers 3

Semester 2

SW 118 Qualitative Research Methods 3

SW 136 Diversity and Advancing Human Rights 3

SW 121 Human Services Ethics 3

Elective Course 3

Fourth Year

Semester 1

SW 104 Human Behavior in the Social Environment I 3

SW 113 Field Practicum & Seminar I 4

SW 122 Generalist Practice I 3

SW 129 Professional Development for Social Work Practice 3

Elective Course 3

Semester 2

SW 105 Human Behavior in the Social Environment II 3

SW 114 Field Practicum & Seminar II 4

SW 123 Generalist Practice II 3

Elective Course 3

Social Work Minor

REQUIREMENTS

Required Courses

SW 1 Social Welfare, Social Movements, & Social Change 3

or

SW 6 Child, Family, & Community 3

SW 111 Social Welfare Policy 3

SW 128 Introduction to Social Work 3

SW 126 Case Management & Intake Assessment for Social Workers 3

or

SW 136 Diversity and Advancing Human Rights 3

Plus 2 Upper Division Social Work courses to equal a total of 18 units for the Social Work Minor 6

Subtotal: 18

SUGGESTED SEQUENCE OF COURSES

Sociology

Sociology is the study of human behavior within a multitude of contexts, from the family, school, community and workplace, to the regional, national, and global arenas.

The major prepares students for professional careers in a wide range of fields, such as working with youth and families, race/ethnic relations, human resources, community relations, and human rights advocacy. Sociology also provides an excellent foundation for graduate studies in youth counseling, marriage and family therapy, public policy, urban development, public health, human rights--nationally and internationally--and the law.

An important feature of the Mount Sociology Major is the infusion across the curriculum of human rights knowledge and principles as put forth in the U.N. Universal Declaration of Human Rights (UDHR).

In addition to the general program of study in Sociology, there is the *option* of three specializations within the major: Human Rights, Youth and Family Counseling, or Medical Sociology.

Sociology B.S. Degree

Required Core Courses

SOC 1 Introduction to Sociology 3

SOC 38 Statistics for Social Science 3

SOC 117	Quantitative Research Methods	3
SOC 162	Human Rights	3
SOC 166	Sociological Theory	3
GIS 110	Fundamentals of GIS	3
SOC 197	Capstone Experience	3

Plus 6 additional upper division sociology courses. You may choose to have a specialization among those listed below.

Total Credit Hours: 39

Plus General Education requirements (p. 55) and electives totaling 124 semester units.

*SOC 197 fulfills the capstone requirement for Sociology.

Human Rights Specialization

This specialization explores the many human rights challenges that exist in the U.S. and around the world. These include migration and immigration trends and policies, poverty, child labor, women's rights, environmental change, economic inequality, and access to health care, housing, and other basic resources necessary for sustainability or growth. The United Nations Universal Declaration of Human Rights forms the foundation through which all human rights topics are examined.

Select 6 courses from the list below

SOC 163	Women's and Children's Human Rights	3
SOC 164	Advocacy and Human Rights	3
SOC 161	Dynamics of Majority-Minority Relations	3
SOC 179	Commodifying Bodies: Human Trafficking Across the Globe	3
SOC 180	Social Stratification and Social Justice	3
SOC 185	Human Rights and Global Development	3
SOC 186	Immigration and Human Rights	3
SOC 187	Environmental Studies	3
FLM 124	Gender and Media	3
FLM 131A	Film, Media and Social Justice	3
FLM 163	Cinema and Civil Rights	3
FLM 177	Science Fiction & Human Rights	3

Youth and Family Counseling Specialization

For students interested in working with youth and families or couples in a variety of settings. This specialization provides an excellent foundation for careers in such fields as youth outreach, probation counseling, high school counseling, and marriage and the family.

Select 6 courses from the list below

SOC 102	Sociology of Children	3
SOC 103	Introduction to Group Process/Therapy	3
SOC 104	Sociology of the Family	3
SOC 105	Couples	3
SOC 106	Introduction to Psychotherapy	3
SOC 107	Anger Management	3
SOC 108	Substance Abuse Counseling	3
SOC 120	Case Management	3
SOC 127	Family Systems Theory and Violence	3
SOC 151	Youth Counseling	3
SOC 160	Diversity in Society	3
SOC 189	Sociology of Aging	3
CRI 110	Juvenile Delinquency	3
CRI 152	Introduction to Parole and Probation	3

Medical Sociology Specialization

This specialization is recommended for those interested in careers in the human services specifically related to social work and case management in healthcare resources. Possible work settings include hospitals, health management organizations, rehabilitation centers, hospice, and private or government agencies that are involved in the dissemination of health and human services.

Select 6 courses from the list below

SOC 108	Substance Abuse Counseling	3
SOC 112	Medical Sociology	3
SOC 120	Case Management	3
SOC 149	Multicultural Issues in Healthcare Professionals	3
SOC 182	Demography	3

GIS 182	Demography	3
SOC 189	Sociology of Aging	3
SOC 194	Community Health	3
GIS 194	Community Health	3
GER 184	Global Aging	3
GER 188	Caregiving and Adaptations for Elders	3
GER 192	Thanatology	3

Sociology Minor

Required Core Courses

SOC 1	Introduction to Sociology	3
SOC 166	Sociological Theory	3

Plus 4 additional upper division Sociology courses for a total of 18 units.

Spanish Studies

Department Affiliation: Language and Culture

Spanish is the second most widely spoken language in the world and in the United States, and it is of particular importance in our state of California and other states. Complete proficiency of the language provides enormous leverage in all public and private sectors of the job market.

The department offers Majors, Emphases, Minors, and Certificates that lead to a proficiency in the four language skills: listening, speaking, reading, and writing. Incorporated into the program are the cultures, literature, and civilizations of the Spanish speaking world.

Degrees:

Spanish Studies B.A. Major: 41 units

Spanish Studies B.A. with Translation Emphasis: 41 units

Spanish Studies B.A. with Spanish Journalism Emphasis: 41 units

Spanish Studies B.A. with Chicano Studies Emphasis: 41 units

Spanish Studies A.A. Major: 36 units

Spanish Studies Minor: 18 units

Chicano Studies Minor: 18 units

Interdepartmental Degrees:

A.A. Human Services for Bilingual Settings. See A.A. Human Services.

A.A. Liberal Arts with a Languages Emphasis. See A.A. Liberal Arts

B.A. Major in Spanish and Business Administration, as listed below.

Spanish Studies Major

Required Courses for the Spanish Studies Major: 41 units

All courses required for the Minor, also known as Core Courses (18), plus 5 upper division courses in the department (15).

Students receive 8 Spanish language university units if they have a score of 4 or 5 in the College Board Spanish Language Advanced Placement Test.

Students who are Spanish speakers, and have been placed in SPA 3 or SPA 3A after taking the MSMU Spanish Placement test, need to take SPA 3A. Non-Spanish speakers should take SPA 3. *No credit will be awarded as a result of Placement Examinations.*

Majors and Minors must earn a grade of C or higher in the courses applied towards degree requirements. Grades of C- or lower must be repeated. Courses may be repeated one time.

Students are encouraged to do double Majors or combine a Major and a Minor. Students are also strongly encouraged to spend a Junior semester abroad, for a maximum of 12 transferable units.

Majors must take at least 18 units in the department. Minors must take at least 12 units in the department.

These courses can double count for both Spanish Studies and History degrees and can be taken interchangeably: SPA 44/SPA 144 and HIS 162, SPA 145 and HIS 165, and SPA 112 and HIS 113.

Prerequisites

SPA 1	Elementary Spanish I	4
	and	
SPA 2	Elementary Spanish II	4
	or	
	Language Requirement Alternative	

Core Courses required for all Spanish Studies Majors and Minors

SPA 3	Intermediate Spanish III	3
	or	
SPA 3A	Accelerated Spanish III/Spanish for Heritage Speakers	3
	or	
SPA 103	Intermediate Spanish III	3
	or	
SPA 103A	Accelerated Spanish III/Spanish for Heritage Speakers	3
SPA 4	Intermediate Spanish IV	3
	or	
SPA 104	Intermediate Spanish IV	3
CUL 107A	Theory and Practice of Culture	3
	or	
CUL 107B	Intercultural Communication	3
SPA 109	Spanish Writing Lab	3
SPA 112	Spanish/Colonial Civilization and Culture	3
	or	
SPA 44	Spanish-speaking Civilizations and Cultures in the Americas and Spain	3
	or	
SPA 144	Spanish-speaking Civilizations and Cultures in the Americas and Spain	3
SPA 1xx	Upper Division Elective Course	3

Additional courses required for the Spanish Studies Major

SPA 1xx	Upper Division Elective Course	3
SPA 1xx	Upper Division Elective Course	3
SPA 1xx	Upper Division Elective Course	3
SPA 1xx	Upper Division Elective Course	3

SPA 191	Senior Thesis	3
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Plus General Education requirements (p. 55) and electives totaling 124 semester units.

*SPA 191 fulfills the capstone requirement for Spanish.
Subtotal: 41

Please note that all Spanish Studies courses are conducted in Spanish unless specified otherwise.

Spanish Studies Major with Spanish Journalism Emphasis**Prerequisites**

SPA 1	Elementary Spanish I	4
	and	
SPA 2	Elementary Spanish II	4
	or	
	Language Requirement Alternative	

Core Courses required for all Spanish Studies Majors and Minors

SPA 3	Intermediate Spanish III	3
	or	
SPA 3A	Accelerated Spanish III/Spanish for Heritage Speakers	3
	or	
SPA 103	Intermediate Spanish III	3
	or	
SPA 103A	Accelerated Spanish III/Spanish for Heritage Speakers	3
SPA 4	Intermediate Spanish IV	3
	or	
SPA 104	Intermediate Spanish IV	3
CUL 107A	Theory and Practice of Culture	3
	or	
CUL 107B	Intercultural Communication	3
SPA 109	Spanish Writing Lab	3

				or		
SPA 112	Spanish/Colonial Civilization and Culture	3		SPA 103	Intermediate Spanish III	3
	or			or		
SPA 44	Spanish-speaking Civilizations and Cultures in the Americas and Spain	3		SPA 103A	Accelerated Spanish III/Spanish for Heritage Speakers	3
	or					
SPA 144	Spanish-speaking Civilizations and Cultures in the Americas and Spain	3		SPA 4	Intermediate Spanish IV	3
				or		
SPA 1xx	Upper Division Elective Course	3		SPA 104	Intermediate Spanish IV	3

Additional courses required for the Spanish Journalism Emphasis

SPA 111	Spanish-language Media Writing	3		CUL 107A	Theory and Practice of Culture	3
					or	
SPA 113	Reporting and News in Spanish	3		CUL 107B	Intercultural Communication	3
SPA 1xx	Upper Division Elective Course	3				
SPA 1xx	Upper Division Elective Course	3		SPA 109	Spanish Writing Lab	3
SPA 190A	Internship Program	3				
				SPA 112	Spanish/Colonial Civilization and Culture	3

Plus General Education requirements (p. 55) and electives totaling 124 semester units.

*SPA 190A fulfills the capstone requirement for the Spanish Major with a Spanish Journalism Emphasis.

Subtotal: 41

Spanish Studies Major with Translation Emphasis

Prerequisites

SPA 1	Elementary Spanish I	4	
	and		
SPA 2	Elementary Spanish II	4	
	or		
	Language Requirement Alternative		

Core Courses required for all Spanish Studies Majors and Minors

SPA 3	Intermediate Spanish III	3	
	or		
SPA 3A	Accelerated Spanish III/Spanish for Heritage Speakers	3	

Additional courses required for the Spanish Emphasis in Translation

SPA 114A	Introduction Translation/Interpretation	3	
SPA 114B	Translation/ Interpretation	3	
SPA 1xx	Upper Division Elective Course	3	
SPA 1xx	Upper Division Elective Course	3	
SPA 190A	Internship Program	3	

Plus General Education requirements (p. 55) and electives totaling 124 semester units.

*SPA 190A fulfills the capstone requirement for the Spanish Major with a Translation Emphasis.

Subtotal: 41

Spanish Studies Major with Chicano Studies Emphasis

Prerequisites

SPA 1 Elementary Spanish I 4
and

SPA 2 Elementary Spanish II 4
or
Language Requirement Alternative

Core Courses required for all Spanish Studies Majors and Minors

SPA 3 Intermediate Spanish III 3
or

SPA 3A Accelerated Spanish III/Spanish for Heritage Speakers 3
or

SPA 103 Intermediate Spanish III 3
or

SPA 103A Accelerated Spanish III/Spanish for Heritage Speakers 3

SPA 4 Intermediate Spanish IV 3
or

SPA 104 Intermediate Spanish IV 3

CUL 107A Theory and Practice of Culture 3
or

CUL 107B Intercultural Communication 3

SPA 109 Spanish Writing Lab 3

SPA 112 Spanish/Colonial Civilization and Culture 3
or

SPA 44 Spanish-speaking Civilizations and Cultures in the Americas and Spain 3
or

SPA 144 Spanish-speaking Civilizations and Cultures in the Americas and Spain 3

SPA 1xx Upper Division Elective Course 3

Additional courses required for the Spanish Studies Emphasis in Chicano Studies

SPA 110 Chicano & Other Spanish-American Literature in the U.S. 3

SPA 145 Cultures of the Spanish-Speaking Peoples in the United States and California 3

SPA 150 Chicano/Latino Literature 3

SPA 152 Spanish/Latin American Art in Los Angeles 1

SPA 190A Internship Program 3

Plus General Education requirements (p. 55) and electives totaling 124 semester units.

*SPA 190A fulfills the capstone requirement for the Spanish Major with a Chicano Studies Emphasis.

Subtotal: 41

Spanish Studies Minor

REQUIREMENTS

Prerequisites

SPA 1 Elementary Spanish I 4
and

SPA 2 Elementary Spanish II 4
or

Language Requirement Alternative

Core Courses required for all Spanish Studies Majors and Minors

SPA 3 Intermediate Spanish III 3
or

SPA 3A Accelerated Spanish III/Spanish for Heritage Speakers 3
or

SPA 103 Intermediate Spanish III 3
or

SPA 103A Accelerated Spanish III/Spanish for Heritage Speakers 3

				or		
SPA 4	Intermediate Spanish IV	3		SPA 103	Intermediate Spanish III	3
	or				or	
SPA 104	Intermediate Spanish IV	3		SPA 103A	Accelerated Spanish III/Spanish for Heritage Speakers	3
CUL 107A	Theory and Practice of Culture	3		SPA 4	Intermediate Spanish IV	3
	or				or	
CUL 107B	Intercultural Communication	3		SPA 104	Intermediate Spanish IV	3
SPA 109	Spanish Writing Lab	3		CUL 107A	Theory and Practice of Culture	3
					or	
SPA 112	Spanish/Colonial Civilization and Culture	3		CUL 107B	Intercultural Communication	3
	or					
SPA 44	Spanish-speaking Civilizations and Cultures in the Americas and Spain	3		SPA 109	Spanish Writing Lab	3
	or					
SPA 144	Spanish-speaking Civilizations and Cultures in the Americas and Spain	3		SPA 112	Spanish/Colonial Civilization and Culture	3
					or	
SPA 1xx	Upper Division Elective Course	3		SPA 44	Spanish-speaking Civilizations and Cultures in the Americas and Spain	3
					or	
				SPA 144	Spanish-speaking Civilizations and Cultures in the Americas and Spain	3
Total Credit Hours: 18						

Total Credit Hours: 18

Chicano Studies Minor

REQUIREMENTS

Prerequisites

SPA 1	Elementary Spanish I	4
	and	
SPA 2	Elementary Spanish II	4
	or	
	Language Requirement Alternative	

Core Courses required for all Spanish Studies Majors and Minors

SPA 3	Intermediate Spanish III	3
	or	
SPA 3A	Accelerated Spanish III/Spanish for Heritage Speakers	3

Additional Courses required for the Chicano Studies Minor

Choose one of the following courses

SPA 145	Cultures of the Spanish-Speaking Peoples in the United States and California	3
SPA 110	Chicano & Other Spanish-American Literature in the U.S.	3
SPA 190A	Internship Program	3

Spanish Studies Associate Degree

Students with an Associate Degree in Spanish Studies will have a foundation in Spanish language and culture skills to be able to use them in their professional careers. This degree is for students interested in becoming interpreters, translators, teachers, librarians, lawyers, social workers, psychologists, politicians, or any profession focused in serving the Latino

community. Students may be able to transfer to the B.A. and the classes will count for the B.A. in Spanish Studies.

REQUIREMENTS

Prerequisites

SPA 1	Elementary Spanish I	4
	and	
SPA 2	Elementary Spanish II	4
	or	
	Language Requirement Alternative	

Requirements

28 units from the list of courses below:

SPA 3	Intermediate Spanish III	3
	or	
SPA 103	Intermediate Spanish III	3
SPA 4	Intermediate Spanish IV	3
	or	
SPA 104	Intermediate Spanish IV	3
SPA 8	Oral Comprehension and Conversation	3
SPA 9	Intermediate Spanish Readings	3
SPA 10A	Spanish Phonetics I	1.0-3.0
SPA 25	Writing Composition and Grammar	3
SPA 27	Spanish for Health Professionals	3
	or	
SPA 127	Spanish for Health Professionals	3
SPA 27A	Spanish for Health Professionals	3
	or	
SPA 127A	Spanish for Health Professionals	3
SPA 44	Spanish-speaking Civilizations and Cultures in the Americas and Spain	3
	or	
SPA 144	Spanish-speaking Civilizations and Cultures in the Americas and Spain	3
SPA 49	Spanish for the Business World	3
	or	
SPA 149	Spanish for the Business World	3
SPA 51	Spanish/Latin American Theater in Los Angeles	1

or

SPA 151 Spanish/Latin American Theater in Los Angeles 3

SPA 52 Spanish/Latin Dance in Los Angeles 1

or

SPA 152 Spanish/Latin American Art in Los Angeles 1

SPA 94 Study/Travel 1.0-6.0

or

SPA 194 Study/Travel 1.0-6.0

SPA 95 Latin America in Los Angeles 1

or

SPA 195 Latin America in Los Angeles 1

Students will need to add the General Education courses to the units required above for a total of 60 units.

Subtotal: 36

Spanish for Health Professions Basic Certificate

This certificate offers the opportunity to students interested in the Health Professions to enhance their language and cultural skills and practice them not only in class but in the field of their future careers. (A certificate can also be obtained with three language/culture classes on other languages offered in the department including the internship).

Requirements : 9 units

SPA 27/SPA 127/SPA 227- Spanish for Health Professions (3)

SPA 27/SPA 127A/SPA 227A- Spanish Interpreting and Translation for Health Professions (3)

SPA 90/SPA 190A- Internship (3)

Interdepartmental Degrees

A.A. in Human Services for Bilingual Settings

See A.A. Human Services (p. 153) (Collaboration with the Sociology Department)

Various courses including:

SPA 1	Elementary Spanish I	4
	and	
SPA 2	Elementary Spanish II	4
SPA 3	Intermediate Spanish III	3
	or	
SPA 103	Intermediate Spanish III	3
	or	
SPA 3A	Accelerated Spanish III/Spanish for Heritage Speakers	3
	or	
SPA 103A	Accelerated Spanish III/Spanish for Heritage Speakers	3
SPA 4	Intermediate Spanish IV	3
	or	
SPA 104	Intermediate Spanish IV	3

B.A. Degree with a Major in Spanish and Business Administration

A cooperative program offered through the Department of Modern Languages and Culture and Business Administration.

COURSES REQUIRED FOR A B.A. IN SPANISH AND BUSINESS ADMINISTRATION

Spanish Preparation

Prerequisites:

SPA 1	Elementary Spanish I	4
SPA 2	Elementary Spanish II	4
SPA 3	Intermediate Spanish III	3
	or	
SPA 103	Intermediate Spanish III	3
SPA 4	Intermediate Spanish IV	3
	or	
SPA 104	Intermediate Spanish IV	3

Requirements:

CUL 107A	Theory and Practice of Culture	3
	or	

CUL 107B	Intercultural Communication	3
SPA 109	Spanish Writing Lab	3
SPA 114A	Introduction Translation/Interpretation	3
	or	
SPA 114B	Translation/ Interpretation	3
SPA 149	Spanish for the Business World	3
SPA 144	Spanish-speaking Civilizations and Cultures in the Americas and Spain	3
SPA 112	Spanish/Colonial Civilization and Culture	3
SPA 190A	Internship Program	3

Business Administration Preparation

Lower Division Core Requirements:

BUS 5	Business Law I	3
BUS 15A	Accounting Principles I	3
BUS 15B	Accounting Principles II	3
BUS 18	Professional Development and Presentations	3
BUS 21	The Essentials of Business Writing and Presentation	3
ECO 2	Macroeconomics	3
MTH 28	Mathematical Analysis for Business	3
MTH 38	Elements of Probability and Statistics	3

Subtotal: 21

*ECO 1 Microeconomics is required as part of the lower division LACE General Education Central Core requirements.

Upper Division Core Requirements:

BUS 122	Management Communications	3
BUS 130	Principles of Finance	3
BUS 131	Managerial Accounting	3
BUS 160	Principles of Marketing	3
BUS 177	Management Information Systems	3
BUS 185	Principles of Management	3
BUS 190	Business Administration Internship	3.0-6.0

BUS 191	Senior Seminar	3
BUS 192	Business Policy and Strategy	3
PHI 192	Business Ethics	3

Subtotal: 30

Choose one course from the following:

BUS 181	Global Business	3
BUS 189	International Management	3
BUS 195	International Marketing	3
ECO 195	International Economics	3

Subtotal: 3

Plus General Education requirements (p. 55) and electives totaling 124 semester units, including the Language requirement.

*BUS 192 fulfills the capstone requirement for Business. BUS 192 must be taken at Mount Saint Mary's University.

*SPA 190A fulfills the capstone requirement for Spanish.

Students with a major in Spanish and Business Administration are strongly encouraged to do a junior semester in Europe or Latin America.

For students transferring in business courses, at least 21 units of the upper division business courses must be completed at Mount Saint Mary's University.

Once enrolled at Mount Saint Mary's University, all upper division business courses must be completed at the University.

Special Programs

A maximum of six non-required units in Special Programs (including Physical Education) may be applied to requirements of the Baccalaureate degree. A maximum of four non-required units in Special Programs (including Physical Education) may be applied to requirements of the Associate degree. Unless otherwise noted, special program classes are credit/no credit. Courses with an X designation are non-transferable to the Baccalaureate program.

Speech

Department Affiliation: English

Tagalog

Department Affiliation: Language and Culture

Women's Studies and Leadership

Department Affiliation: History and Political Science

Women's Studies and Leadership Minor

Women's Studies and Leadership Minor

The minor in Women's Studies and Leadership (WST) offers an interdisciplinary, cross-cultural and critical understanding of women and issues relating to gender including the practice of leadership. Courses focus on the intellectual, political and cultural life of women in a variety of social and historical contexts. The minor provides students with a strong theoretical and empirical background in women's studies with particular focus on understanding the intersection between gender, sexuality, race, ethnicity, culture, nation, inequality, and women's roles in society. The program emphasizes women as agents of social change through leadership and policy making. The interdisciplinary nature of the minor exposes students to a diversity of approaches and views on gender and women's issues.

The Women's Studies and Leadership minor is well suited for students who are interested in pursuing advanced academic work in M.A. and Ph.D. programs, professional schools in law, business or medicine as well as for those students planning a career in public service, advocacy or social activism.

Women's Studies and Leadership Curriculum

The Women's Studies and Leadership minor (WST) consists of **18 total units**, including WST 101 (p. 450) (Introduction to Women's Studies). Nine (9) of the remaining fifteen units must be at the upper division level. All courses that are counted towards the WST minor must be approved by the Women's Studies Program Coordinator in the Department of History and Political Science. Courses that emphasize leadership theory and/or practice are designated LWS.

WST 196H Senior Honors Thesis (3) is available to Honor's Program students.

REQUIREMENTS FOR THE MINOR

18 total units consisting of

WST 101	Introduction to Women's Studies	3
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The remaining 15 units will consist of the following courses that focus on Women's Studies and Leadership.

A) Students interested in the integration of Women's Studies and Leadership should take the following courses

LWS 1A	Leadership Concepts	1
LWS 1C	Orientation Leader Training Course	1
LWS 5	Leadership in Action	1

And choose one of the following

WST 191	Internship in Leadership	3
LWS 100	Leadership Studies	3
LWS 125	Applied Leadership	3

Plus 9 units from the Elective List in Area C below

B) Students interested in exploring theories associated with Women's Studies as applied to various disciplines should take the following courses

HIS 191	Major Issues in the United States Women's History	3
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And choose one of the following

GLP 147	Women and Development	3
POL 147	Women and Development	3

Plus 9 units from the Elective List in Area C below

C) Elective List

ART 174	Women in Contemporary Art	3
BUS 140	Women's Issues in Business and Economics	3
CUL 117	Women's Literature in Translation	3
ENG 27	Women in Quest	3
ENG 127	Women in Quest	3
ENG 123	Women's Voices in Literature	3
ENG 129	Ethnic Literatures of America	3
HIS 191	Major Issues in the United States Women's History	3
HIS 192A	Women of Color in the U.S.	3
HIS 192B	Women of Color in the U.S.	3
HIS 192C	Women of Color in the U.S.	3
HIS 186	Gender in American Life and Thought	3
GLP 109	Global History of Women's Movements	3
HIS 109	Global History of Women's Movement	3
GLP 110	History of Political Feminist Theory	3
HIS 110	History of Political Feminist Theory	3

GLP 187	Gender in a Global Context	3
HIS 187	Gender in a Global Context	3
GLP 194	Current Topics in Women's Studies	3
HIS 194	Current Topics in Women's Stud	3
PHI 178	Philosophy of Women	3
PHI 179	Women and Values	3
POL 102	Women and the Law	3
POL 147	Women and Development	3
POL 155	Politics of Women's Health Care in California	3
POL 156	Women and Politics	3
POL 193A	Selected Topics and Projects in Political Science	0-3.0
POL 193B	Selected Topics and Projects in Political Science	1.0-3.0
POL 193C	Selected Topics and Projects in Political Science	1.0-3.0
POL 193D	Selected Topics and Projects in Political Science	1.0-3.0
PSY 110	Gender Issues in Psychology	3
PSY 13	Child Development	3
PSY 144	Psychology of Prejudice	3
PSY 175	Human Sexuality	3
PSY 186	Violence Against Women	3
RST 23	Spiritual Journeys of Women	3
RST 135	Women and Christianity	3
SOC 163	Women's and Children's Human Rights	3
SOC 164	Advocacy and Human Rights	3
SPA 146	Women Writers in Spanish-American Literature	3

Courses

ARB - Arabic

ARB 1 - Arabic I (4)

Introduction to reading, writing, speaking and understanding modern standard Arabic. This course is proficiency based and relies on student participation. It aims to place the student in the context of the native speaking environment through use of a textbook and introduction to authentic materials. GE 4A.

ARB 2 - Arabic II (4)

This course is for students who have successfully completed Arabic I or its equivalent, or native or heritage speakers who can understand Arabic minimally and produce simple sentences. Prerequisite: ARB 1 or equivalent. GE 4B.

ART - Art

ART 1 - Drawing I (3)

Beginning drawing class for those just starting and for those who need to renew skills. Development of basic drawing skills. Emphasis on fundamentals of form, structure, and composition. Various black and white media are explored. Carries an Art lab fee.

ART 2 - TWO-Dimensional Art and Design: Global Perspectives (3)

An investigation of the elements of art and principles of design through specific visual problems, both black and white, and color. Students create compositions based upon their research and creative interpretation of global customs, issues and trends. This class will have readings, image lectures, a record of student research, demonstrations, group discussions, studio projects, individual instruction, a written museum report and a final exam. The structured studio projects in this class allow the student to explore the concepts and ideas as they are sequentially presented in class. Concepts studied in this class can be applied to any visual art activity that the student may pursue at a later time. Indeed, the concepts are essential in any image-making activity. The assignments and projects give you the opportunity to become more self-aware, to be more knowledgeable of global issues/trends, to visually articulate these concerns and to understand how these issues may be affected by interdisciplinary forces in the global context. Carries an Art lab fee. GE 5C.

ART 3 - Visual Thinking (3)

Exploring the use of visual imagery as a form of communication and problem solving. Right brain thinking and the creative process will be considered. Understanding the language of vision and developing skills pertaining to the use of these visual elements and principles of design will be emphasized. The course seeks to develop a broader sense of self and the potential for using visual thinking as an alternate mode of knowing. It complements analytical skills and is applicable to creative problem solving in all disciplines. Carries an Art lab fee.

ART 4 - Painting I (3)

The development of skills relative to composition, color and other structural elements of painting. Primarily acrylic or oil paint will be used although various materials can be considered. Building a stretcher bar and stretching canvas will be included. Carries an Art lab fee.

ART 5 - Fundamentals of Art (3)

Illustrated lecture through the use of slides and videos on the development of art forms from around the world. History from earliest time periods through contemporary life. Various modes of painting, sculpture, architecture, and crafts will be studied. A few of the classes will be devoted to a hands on exploration of some of these art forms.

ART 7 - Experiences in the Visual Arts (3)

The aim of this course is to help students develop a greater aesthetic awareness through direct exposure to the visual arts. Emphasis on visits to artists, studios, museums, and galleries. GE 5B.

ART 8 - Digital Deluge Visual Culture (3)

This course will examine new forms in photography using the cell phone camera, digital point and shoot, digital SLR or film cameras. Emphasis will be on how these forms can limit and influence the creative output. Through a series of assignments the student will create a body of work to be portfolio ready upon completion of the class. This course is open to all students. Carries an Art lab fee.

ART 10 - Photography I (3)

A laboratory and theory course that is concerned with a working understanding of a 35mm format camera, techniques of shooting, developing, and printing. Photo projects in this course will have an emphasis with issues dealing with contemporary society and social issues. This is a

black and white course. The art department will loan 35mm cameras to students with a need. Carries an Art lab fee.

ART 11 - Silkscreen/Printmaking I (3)

A laboratory course involving etching, monotype relief printing processes and computer generated photo etching. Historical development and the aesthetic value of the print image will be considered. Creative experimentation with materials and technique is emphasized. Carries an Art lab fee.

ART 12 - Ceramics I: Handbuilding (3)

Beginning course with emphasis on gaining skills through manipulation and facility of the material clay. Students will be introduced to beginning techniques of hand-building including coil and slab construction with an emphasis toward the ability to create complex volumetric forms. Personal development of visual concepts through given projects will be encouraged. Carries an Art lab fee.

ART 16 - Wheel Throwing I (3)

The course will spend the entire term learning to become competent with making forms on the potter's wheel. Simple forms such as cups and bowls as well as more difficult forms such as plates and platters. Lidded forms will be introduced. Surface decoration will also be introduced and stressed. Carries an Art lab fee.

ART 17 - Digital Black and White Photography (3)

An introductory studio and field course. Course will introduce the use of a Digital camera, RAW files, file management, and printing. Introduction to Adobe Photoshop in conjunction with Adobe Light Room or Bridge. Special Emphasis will be placed upon thematic image development. Carries an Art lab fee.

ART 18 - Sequential Narrative: Creating a Comic Book (1.0-3.0)

In this course we will explore storytelling through sequential narrative. We will explore the history of comic books as a point of departure. The student will then script, draw and produce a 10-page mini comic. The student will begin with story and character development and then will proceed with narrative development through visual language (drawing). Script writing, storyboarding, penciling, inking, panel organization and character development will be covered. The object of the course is that the student develops and clarifies a unique personal visual style through storytelling. Carries an Art lab fee.

ART 19 - 3D Printing and Rapid Prototyping (3)

ART 19 presents the foundations of 3D modeling and 3D printing, reviews some of the tools you can use to get started, then shares the most essential characteristics that make a

model successful and outlines some of the most common issues you might encounter. With hands on instruction in 3D modeling software and a 3D printer, the student will produce real objects out of the virtual world. Emphasis on basic skills and experimentation coupled with information tools and technique enabling a focus on any area of interest, whether jewelry, sculpture, scale models for science or art, or product design. Students taking ART 119 can expect additional complexity of printed projects and or demonstration of enhanced ability with software will be the expectation. Students taking ART 119 without having taken ART 19 first should also have ease with learning new software programs. Carries an Art lab fee.

ART 22 - Watercolor (1.0-3.0)

Beginning with line and wash, the student will be guided through the basic techniques and subjects most suitable to this extraordinary painting medium. Color mixing, value, glazes, brush techniques and wet into wet painting will be covered through a series of exercises and demonstrations. More advanced students will be encouraged to inventive uses of combined techniques and subject. Carries an Art lab fee.

ART 23 - Introduction to Bookmaking (1.0-3.0)

This class will teach basic binding techniques as well as open possibilities for creating personal books with content. Students will be introduced to different structures while learning folding cutting, stitching, adhesive, and non-adhesive binding techniques. Carries an Art lab fee.

ART 24 - Wood: Material & Methods (3)

This class will explore the nature of wood and how the material can be shaped and formed. Students will be introduced to techniques such as sawing, planing, joinery, and finish work with both hand and power tools. Carries an Art lab fee.

ART 90 - Workshop (1.0-3.0)

Illustrated lecture through the use of slides and videos on the development of art forms from around the world. History from earliest time periods through contemporary life. Various modes of painting, sculpture, architecture, and crafts will be studied. A few of the classes will be devoted to a hands on exploration of some of these art forms. May be repeated for credit. Carries an Art lab fee.

ART 99 - Special Experience (3)

An individually designed course combining field experience with studio projects. May be repeated for credit. Carries an Art lab fee.

ART 103 - Visual Thinking (3)

Exploring the use of visual imagery as a form of communication and problem solving. Right brain thinking and the creative process will be considered. Understanding the language of vision and developing skills pertaining to the use of these visual elements and principles of design will be emphasized. The course seeks to develop a broader sense of self and the potential for using visual thinking as an alternate mode of knowing. It complements analytical skills and is applicable to creative problem solving in all disciplines. Carries an Art lab fee.

ART 107 - Experiences in the Visual Arts (3)

The aim of this course is to help students develop a greater aesthetic awareness through direct exposure to the visual arts. Emphasis on visits to artists, studios, museums, and galleries. GE 5B.

ART 108 - Digital Deluge (3)

This course will examine new forms in photography using the cell phone camera, digital point and shoot, digital SLR or film cameras. Emphasis will be on how these forms can limit and influence the creative output. Through a series of assignments the student will create a body of work to be portfolio ready upon completion of the class. This course is open to all students. Grad levels will be required to complete an additional assignment. Carries an Art lab fee. Prerequisite: ART 10

ART 118 - Sequential Narrative: Creating a Comic Book (1.0-3.0)

In this course we will explore storytelling through sequential narrative. We will explore the history of comic books as a point of departure. The student will then script, draw and produce a 10-page mini comic. The student will begin with story and character development and then will proceed with narrative development through visual language (drawing). Script writing, storyboarding, penciling, inking, panel organization and character development will be covered. The object of the course is that the student develops and clarifies a unique personal visual style through storytelling. Carries an Art lab fee. Prerequisite: Previously completed or concurrent enrollment in ART 1 or ART 2.

ART 119 - 3D Printing and Rapid Prototyping (3)

ART 19 presents the foundations of 3D modeling and 3D printing, reviews some of the tools you can use to get started, then shares the most essential characteristics that make a model successful and outlines some of the most common issues you might encounter. With hands on instruction in 3D modeling software and a 3D printer, the student will produce real objects out of the virtual world. Emphasis on basic skills

and experimentation coupled with information tools and technique enabling a focus on any area of interest, whether jewelry, sculpture, scale models for science or art, or product design. Students taking ART 119 can expect additional complexity of printed projects and or demonstration of enhanced ability with software will be the expectation. Students taking ART 119 without having taken ART 19 first should also have ease with learning new software programs. Carries an Art lab fee.

ART 122 - Watercolor (1.0-3.0)

Beginning with line and wash, the student will be guided through the basic techniques and subjects most suitable to this extraordinary painting medium. Color mixing, value, glazes, brush techniques and wet into wet painting will be covered through a series of exercises and demonstrations. More advanced students will be encouraged to inventive uses of combined techniques and subject. Carries an Art lab fee.

ART 123 - Introduction to Bookmaking (1.0-3.0)

This class will teach basic binding techniques as well as open possibilities for creating personal books with content. Students will be introduced to different structures while learning folding cutting, stitching, adhesive, and non-adhesive binding techniques. Carries an Art lab fee.

ART 134 - Sophomore Portfolio (3)

This course introduces the process of professional presentation and emphasizes documentation of work through photographic means, presentation of the documents both in an digital and paper formats resume building, and most importantly, production of a body of self assigned work, including artist statement. Carries an Art lab fee.

ART 136 - Visual Thinking II (3)

The further development of skills and understanding pertaining to the use of visual thinking as a method of creative problem solving. Emphasis will be placed on conceptual development presentation and verbal analysis. The application of the visual elements and principles of all art will continue. Carries an Art lab fee.

ART 145 - Arts and Crafts in the Classroom (1)

A variety of skills for the elementary and secondary grades to demonstrate arts or crafts activities to the group. Students become acquainted with classroom methods. They will use art education processes as a method to enhance reading, writing, arithmetic, and social studies. Students investigate problems such as group and individual motivation, self-motivation, and attitudes of self expression typical of different ages and temperaments. Carries an Art lab fee.

ART 146 - Three-Dimensional Design (3)

An introduction into basic design vocabulary and concepts through the use of exciting use of basic materials to explore three-dimensional form and space. A variety of materials will be explored that are directly applicable to this exploration. Carries an Art lab fee.

ART 149 - Sculpture I (3)

An introduction into basic sculpture processes and techniques. Emphasis on the creative development of three-dimensional form in space. A variety of materials, including industrial and alternative will be explored. Carries an Art lab fee.

ART 150A - Photography II: Portraiture (3)

This is a fast-paced and focused course designed to explore various forms of portraiture. Weekly assignments will be given and critiqued. Classroom time will be focused on demonstration of the assignment and to presentation of work. One image for each assignment will be selected for print. Included in this course will be the use of natural light and limited use of artificial light. The goal is to provide students with a basic understanding of lighting the subject as the student builds their portfolio. Because of the nature of this course, a basic understanding of Photoshop is needed. The completion of Photography I or Computer Graphics I is required. Students will be provided with a digital camera but will need to provide their own memory card and flash drive. Prerequisite: Previously completed or concurrently enrolled in ART 10. Carries an Art lab fee.

ART 151A - Silkscreen/Printmaking II (3)

Further development of printmaking skills including etching, computer/photo "image on" intaglio, and multiple plate color printing and monotype. Personal direction will be encouraged. Prerequisite: ART 11. Carries an Art lab fee.

ART 151B - Silkscreen/Printmaking II (3)

Further development of printmaking skills including etching, computer/photo "image on" intaglio, and multiple plate color printing and monotype. Personal direction will be encouraged. Prerequisite: ART 11. Carries an Art lab fee.

ART 151C - Silkscreen/Printmaking II (3)

Further development of printmaking skills including etching, computer/photo "image on" intaglio, and multiple plate color printing and monotype. Personal direction will be encouraged. Prerequisite: ART 11. Carries an Art lab fee.

ART 152A - Color Digital Photography (3)

A studio and field work course. Course will cover lighting, still life, and portrait photography. Color management and

theory will be covered. Emphasis will be placed on development of concept based thematic body of work. Adobe Photoshop in conjunction with Lightroom and/ Bridge will be used. Prerequisite: Previously completed or concurrently enrolled in ART 10 or GRD 10. Carries an Art lab fee.

ART 162A - Ceramics II (3)

Development of personal vocabulary will be emphasized. Sequential addition of new skills coupled with refinement of existing skills. Glaze formulation and kiln operation will be introduced. Individual direction through selective problems will be encouraged. Prerequisite: Previously completed or concurrently enrolled in ART 12 or ART 16. Carries an Art lab fee.

ART 162B - Ceramics II (3)

Development of personal vocabulary will be emphasized. Sequential addition of new skills coupled with refinement of existing skills. Glaze formulation and kiln operation will be introduced. Individual direction through selective problems will be encouraged. Prerequisite: Previously completed or concurrently enrolled in ART 12 or ART 16. Carries an Art lab fee.

ART 162C - Ceramics II (3)

Development of personal vocabulary will be emphasized. Sequential addition of new skills coupled with refinement of existing skills. Glaze formulation and kiln operation will be introduced. Individual direction through selective problems will be encouraged. Prerequisite: Previously completed or concurrently enrolled in ART 12 or ART 16. Carries an Art lab fee.

ART 163A - Wheel Throwing II (3)

Continuation of skill building from Wheel Throwing I. Additional forms and surface treatment introduced. In the A section non functional throwing introduced, glaze formulation introduced, and kiln loading firing introduced. B and C sections will continue and an understanding of the running and upkeep of a ceramic studio will be furthered. In B and C sections other techniques of production will be explored. Prerequisite: Previous completion or concurrent enrollment in ART 12 or ART 16. Carries an Art lab fee.

ART 163B - Wheel Throwing II (3)

Continuation of skill building from Wheel Throwing I. Additional forms and surface functional throwing introduced, glaze formulation introduced, and kiln loading firing introduced. B and C sections will continue and an

understanding of the running and upkeep of a ceramic studio will be furthered. In B and C sections other techniques of production will be explored. Prerequisite: Previous completion or concurrent enrollment in ART 12 or ART 16. Carries an Art lab fee.

ART 163C - Wheel Throwing II (3)

Continuation of skill building from Wheel Throwing I. Additional forms and surface treatment introduced. In the A section non functional throwing introduced, glaze formulation introduced, and kiln loading firing introduced. B and C sections will continue and an understanding of the running and upkeep of a ceramic studio will be furthered. In B and C sections other techniques of production will be explored. Prerequisite: Previous completion or concurrent enrollment in ART 12 or ART 16. Carries an Art lab fee.

ART 164A - Drawing II (Figure) (3)

Drawing from life in various media, preceded by introductory anatomical studies. The accurate and creative use of the figure in composition will be an objective of the course. Advanced students will concentrate on composition and individual development using the figure. Prerequisite: ART 1. Carries an Art lab fee.

ART 164B - Drawing II (Figure) (3)

Drawing from life in various media, preceded by introductory anatomical studies. The accurate and creative use of the figure in composition will be an objective of the course. Advanced students will concentrate on composition and individual development using the figure. Prerequisite: ART 164A. Carries an Art lab fee.

ART 164C - Drawing II (Figure) (3)

Drawing from life in various media, preceded by introductory anatomical studies. The accurate and creative use of the figure in composition will be an objective of the course. Advanced students will concentrate on composition and individual development using the figure. Prerequisite: ART 164B. Carries an Art lab fee.

ART 166A - Painting II (3)

Contemporary modes of painting will be explored and traditional approaches re-examined. Emphasis will be on the further development of skills and techniques. Various painting materials will be investigated. Individual problems in painting will be coordinated. Prerequisite: ART 4. Carries an Art lab fee.

ART 166B - Painting II (3)

Contemporary modes of painting will be explored and traditional approaches re-examined. Emphasis will be on the further development of skills and techniques. Various painting materials will be investigated. Individual problems in painting will be coordinated. Prerequisite: ART 4. Carries an Art lab fee.

ART 166C - Painting II (3)

Contemporary modes of painting will be explored and traditional approaches re-examined. Emphasis will be on the further development of skills and techniques. Various painting materials will be investigated. Individual problems in painting will be coordinated. Prerequisite: ART 4. Carries an Art lab fee.

ART 169 - Fashion, Body and Identity (3)

This class explores the relationship between body, identity and dress throughout history, with particular emphasis on concerns framing gender norms and social constructs in our global time. As women and men have decorated themselves since the dawn of humankind, we will study how clothing and ornaments have helped fabricate and maintain social identity throughout the millennia and examine how norms regulating body display change in time and across cultures. We will address traditional and contemporary notions about the body and its role in fashion, including pivotal currents and major figures that shaped the world of modern and contemporary fashion in their historical context. GE 5C or GE 5D.

ART 170 - History of Art: Ancient Through Medieval (3)

Illustrated lecture. Art from the prehistorical period to 1400 A.D., including Egypt, Greece Rome, and the late middle ages. Relationships of painting sculpture, and architecture to the social and cultural environment.

ART 171 - History of Art: Renaissance Through Romanticism (3)

Illustrated lecture. The arts in Europe from 1400 to 1850. Study of major styles and artists including Michelangelo, Rubens, Rembrandt Delacroix, and their relationship to their culture.

ART 172 - History of Art: Modern World (3)

Illustrated lecture. Major art movements and personalities from 1850 to the present, including Impressionism, Cubism, Surrealism, the Mexican muralists, Abstract Expressionism, and current trends. Emphasis on the cultural trends which

provide the visual and theoretical background of contemporary art.

ART 173 - Multiculturalism: A History of Visual Culture in America (3)

Illustrated lecture and discussion. A study of art from the diverse cultures which make up the pluralistic character of the United States. African American, Asian American, Hispanic American and Native American art will be examined along with the contemporary social and cultural implications.

ART 174 - Women in Contemporary Art (3)

Illustrated lecture and discussion. An art history course that will include women as artists and the position of the female vis-a-vis the art world. A study of women in the arts considers the history of women artists in a social, political and economic context. This course can fulfill a Women's Studies minor requirement.

ART 175 - Critical Theories in the Visual Arts: Seminar (3)

A systematic approach to art theory, criticism and evaluation. Includes visits to museums galleries, and exhibits. Lecture and discussion. Prerequisite: Major or minor in art.

ART 177 - History and Criticism of Photography (3)

The course History and Criticism of Photography will present a visually oriented history of the development of photography from its inception in 1839 to contemporary practices, and its success as an art form, a pastime, and a profession. The course will be facilitated with Powerpoint presentations, films, and portfolio reviews from visiting photographers. In addition, a visit to a local museum collection will be arranged. The course focus will be on the individual accomplishments and contributions of individuals in the areas of portraiture, documentary landscape, and fine art photography.

ART 178 - The Arts and Myths of Mesoamerica (3)

Surveys art and visual culture of the indigenous peoples of Mexico and northern Central America: Guatemala, Belize, Honduras and El Salvador prior to the Spanish conquest. We address the dynamics between people in indigenous nations and settler states and patterns of cultural interchange. We analyze colonialism and its impact on cultural production. The class visits LACMA and will learn to identify major sites and monuments from the Olmecs to the Aztecs.

ART 179 - Mexican Art (3)

Survey of three periods of Mexican art including the Prehispanic period: the preclassic, classic and postclassic

periods in Mesoamerica with an examination of the sites and works of the Olmecs, Teotihuacan, Toltecas, Zapotecas, Mayas Aztecs and Tarascos. In the Baroque-colonial period emphasis is on the impact of artists from Europe on native artisans. In the contemporary period, emphasis is on the muralists and artists working today.

ART 180 - Gallery Management (1.0-3.0)

Students will become familiar with the many daily routines of managing an art gallery, including reviewing artist portfolios, gallery maintenance show installation, advertising, and designing flyers for upcoming art exhibits. May be repeated for credit. This course is opened individually by request.

ART 181 - Yes We Can Art and Social Change (3)

This will be a lecture and experiential class modeled on the format of Art 107. It will be taught through individual assignments and class meetings on campus and at museums. Though visual art lectures, readings, documentaries, and visiting exhibitions as a class and individually, we will investigate how art can be employed as a method of visual communication. The class will introduce you to art movements from the late twentieth century to contemporary practices that address multifaceted cultural and social identifiers including gender, sexual orientation, race, class, and geopolitical boundaries. The class will address, but not be limited to discussing the following movements: American Indian, Black Power, Chicano Arts, Seventies Feminist and legacy, Aids Activism; LGBTQ+ Movement. We will discuss relationships between the sociocultural contexts in which artists live and their impact on greater social change through their artistic practice. What types of questions can artists ask through their work? What role can art play in public discussions and social change? GE 5B.

ART 190 - Workshop (1.0-3.0)

Illustrated lecture through the use of slides and videos on the development of art forms from around the world. History from earliest time periods through contemporary life. Various modes of painting, sculpture, architecture, and crafts will be studied. A few of the classes will be devoted to a hands on exploration of some of these art forms. May be repeated for credit. Carries an Art lab fee.

ART 192 - Special Studies in Art (1.0-3.0)

A series of courses designed to provide breadth to the course offerings within areas of art. May be repeated for credit.

ART 193 - Senior Project and Exhibition (3)

Required for all graduating seniors majoring in Art. Students develop and work on a producing body of work in conjunction with the conceptualization for the basis of the work. The course is organized as a critical studies course with

discussions, readings, and critique as its main components. Carries an Art lab fee. Prerequisite: Senior Art majors.

ART 195 - Internship (1.0-3.0)

Must be a junior or senior. May be repeated for a total maximum of 9 units. Carries an Art lab fee.

ART 196H - Senior Honors Thesis (3)

Open only to Art major seniors admitted to the Honors Program.

ART 197 - Play=Learning: Child Development in Community (3)

This course will introduce students to the ways children across cultures and communities learn and develop through play. With emphasis on learning in contexts outside of the classroom (e.g. at home or in the community), students will learn about how children learn through play, including types of play and factors that facilitate or prevent playful learning (e.g. the role of parents and adults). In addition, students in this course will learn art techniques and about how to design products and spaces for play and learning. This course includes a community-based service project where students will apply art and psychology course concepts to identify, research, build, and evaluate a product (exhibit, research toy, etc.) that children and families will interact with in the local community. Carries an Art lab fee. GE 6 unlinked.

ART 198B - The Magic of Play=Designing Playful Learning Environments II (3)

This course will continue in students learning the ways children across cultures and communities learn and develop through play. With emphasis on learning in contexts outside of the classroom (e.g. at home or in the community), students will expand their understanding of how play leads to learning and about the value of play, including greater depth or expansion on the types of play and factors that facilitate or prevent playful learning (e.g. the role of parents and adults), as well as about play across contexts or groups. Students in this course will practice art techniques and apply knowledge of how to design products and spaces for play and learning. In this second of two-part series on Play and Learning, students will apply feedback from their design proposal, construct and prototype/test a product (exhibit, research toy, etc.) that fulfills an existing need for those children and families and apply evaluation skills to identify the successes and areas for improvement in their design and final product. Carries an Art lab fee. GE 6B when linked with ART 198A/PSY 198A.

ART 199 - Independent Study (1.0-3.0)

Advanced individual problems. May be repeated for credit. Carries an Art lab fee.

ASL - American Sign Language

ASL 1 - American Sign Language I (4)

Introduction to basic sign language and visual/gesture communication. GE 4A.

ASL 2 - American Sign Language II (4)

The continuation of introductory sign language skills and culture. Prerequisite: ASL 1 or equivalent. GE 4B.

Prerequisite: Take ASL 1 or equivalent.

BIO - Biology

BIO 1 - Biological Dynamics (4)

This is the first of a two-semester introductory course sequence designed primarily for science majors. This is an introduction to the biological sciences with a focus on evolution, biodiversity and ecosystems. Topics include evolutionary theory, population evolution, origin of species natural history, and the structure and functions of different living forms. Concepts of ecosystems and the interactions between living things and environments are introduced. Offered every Fall semester. Lecture 3 hrs, discussion 1 hr. Prerequisite: [either PHS 1, CHE 3, or CHE 1A](#).

BIO 1L - Biological Dynamics Laboratory (1)

This laboratory is complementary with BIO 1 lecture, and gives students opportunities to observe, examine, and dissect different living forms. Topics include evolution, bacteriology protists, plant diversity, animal diversity plant growth and anatomy. Offered every Fall semester. Laboratory 3 hrs. Prerequisite: [either PHS 1, CHE 3, or CHE 1A](#); concurrent enrollment in BIO 1 or completion of BIO 1 with a grade of C- or above.

BIO 1LH - Honors Biological Dynamics Lab (1)

This is an honors level laboratory that is complementary with BIO 1 lecture, and gives students opportunities to rigorously apply, analyze and evaluate knowledge and skills within the topics of the Biological Dynamics. Offered Fall semester. Laboratory 3 hrs. Prerequisite: Instructor approval strictly required, [either PHS 1, CHE 3, or CHE 1A](#); concurrent enrollment in BIO 1 or completion of BIO

1 with a grade of C- or above. AP high school Biology highly recommended.

BIO 2 - Biological Dynamics (4)

This is the second of a two-semester introductory course sequence designed primarily for science majors. This course is an introduction to the biological sciences at the cellular and subcellular level. Topics include the biochemistry and energetics of life, anatomy of the cell, metabolism, cell cycle, and molecular mechanisms of inheritance. Historical perspective and current findings are incorporated into these units of study. Offered every Spring semester. Lecture 3 hrs, discussion 1 hr. Prerequisite: completion of BIO 1 and either PHS 1 or CHE 1A with a C- or above.

BIO 2L - Biological Dynamics Laboratory (1)

The laboratory allows students to become proficient in the scientific methods of investigation for each major topic discussed in BIO 2, including the metric system, chemistry of life, cell structure, metabolism, and cell cycle. Offered every Spring semester. Laboratory 3 hrs. Prerequisite: completion of BIO 1 and either PHS 1 or CHE 1A with a C- or above; concurrent enrollment in BIO 2 or completion of BIO 2 with a grade of C- or better.

BIO 2LH - Honors Biological Dynamics Lab (1)

This is an honors level laboratory that develops and synthesizes proficiencies in the scientific methods of investigation for major topics discussed in BIO 2. Students will engage in an original research project involving the characterization of bacteria and their antibiotic products. Offered Spring semester. Laboratory 3 hrs. Prerequisite: Instructor approval strictly required, concurrent enrollment in BIO 2, and completion of BIO 1 with a grade of B or higher; AP high school Biology highly recommended.

BIO 3 - General Microbiology (3)

This is an introductory microbiology course that will cover the basic principles of microbial growth and metabolism, cellular morphology and structure, taxonomy, pathogenicity, immunity, and control. Topics of focus include microorganisms as agents of disease and normal inhabitants of our environment. This course is primarily designed for pre-nursing students. Offered every semester. Lecture 3 hrs.

BIO 3L - General Microbiology Lab (1)

The laboratory complements BIO 3 lecture and will include techniques of isolation, cultivation and identification of bacteria. Laboratory 3 hrs. Prerequisite: concurrent enrollment in BIO 3 or completion of BIO 3 with a grade of C or better.

BIO 5 - Life Sciences (3)

This course is an introduction to the biological sciences for non-major students or as a preparation for major students with emphases on cell biology and biodiversity. Topics include cell structure and function, metabolism and energy flow, cell division, inheritance and genetics, natural selection, and structure and functions of different living forms. The laboratory will illuminate these topics and provide opportunities for hands-on experiences. Offered every semester. Lecture 2 hrs. Laboratory 2 hrs.

BIO 6 - Scientific Skills (3)

This course is designed to develop strong student scientific reading, writing and laboratory research skills, foster critical thinking skills and prepare students for the rigors of science majors. Topics will include use of the metric system and quantitative scientific methods, designing and conducting laboratory research, reading and understanding journal articles, writing in different scientific styles, discussing and debating science news articles, and investigating controversy in scientific topics. This course will also include experiential learning components such as laboratory projects, visiting the Science Center and research labs. Offered every Fall semester. Lecture 3 hrs

BIO 10 - Health Science (3)

An introductory course designed to provide the student with a basic understanding of the functioning of the human body as it relates to health problems. Included are such topics as nutrition, infectious disease, cancer cardiovascular disease, reproduction, and the effects of alcohol, drugs, and tobacco. Offered every semester. Lecture 3 hrs.

BIO 50A - Human Anatomy (3)

The study of the structure of the human body. A systemic approach is used beginning with the molecular level and progressing to the organism as a whole to demonstrate the interrelationships at each level of organization. Offered every semester. Lecture 3 hrs. Prerequisites: Successful completion of a high school General Biology course.

BIO 50AL - Human Anatomy Laboratory (1)

The laboratory complements BIO 50A lecture. Laboratory exercises are used to expand and clarify the concepts presented in lecture. These include microscopic reviews, dissections and other multiple teaching/learning media. Offered every semester. Laboratory 3 hrs. Prerequisites: successful completion of a high school General Biology course and concurrent enrollment in BIO 50A or completion of BIO 50A with a grade of C or above.

BIO 50B - Human Physiology (3)

An introduction to physiological principles with emphasis on organ systems. An integrative approach is used beginning with the molecular and progressing to the organism as a whole to demonstrate the interrelationships at each level of organization. Lecture 3 hrs. Prerequisites: a grade of C or above in BIO 50A and BIO 50AL.

BIO 50BL - Human Physiology Laboratory (1)

The laboratory complements BIO 50B lecture. Laboratory exercises include measurements of physiological activities from the molecular level to the whole organism. Laboratory 3 hrs. Graded. Prerequisites: a grade of C or above in BIO 50A and BIO 50AL and concurrent enrollment in BIO 50B or completion of BIO 50B with a grade of C or better.

BIO 67 - Environmental Science (3)

This course is an introduction to the multidisciplinary field of environmental science with respect to science, law/policy, and economics. The science component covers basic concepts of life, environments and natural resources, biodiversity, renewable and non-renewable resources, conservation, pollution and other environmental concerns. The law/policy and economic components introduce students to federal and state regulations, risk assessments social complications, and economic impacts. Field trips, guest lectures, and class debates will be incorporated. Lecture 3 hrs. GE 5C.

BIO 87A - Fundamental Concepts in Biology (1-3)

An acyclic series of basic concepts in the field of biological sciences which present an introductory understanding of living systems. Course may be repeated for credit.

BIO 87B - Fundamental Concepts in Biology (1-3)

An acyclic series of basic concepts in the field of biological sciences which present an introductory understanding of living systems. Course may be repeated for credit.

BIO 87C - Fundamental Concepts in Biology (1-3)

An acyclic series of basic concepts in the field of biological sciences which present an introductory understanding of living systems. Course may be repeated for credit.

BIO 87D - Fundamental Concepts in Biology (1-3)

An acyclic series of basic concepts in the field of biological sciences which present an introductory understanding of living systems. Course may be repeated for credit.

BIO 103 - Microbiology (4)

The course focuses on basic principles of microbial growth and metabolism, cellular morphology and structure,

taxonomy, pathogenicity, immunity, and control. Course will emphasize microorganisms as agents of disease and normal inhabitants of our environment. Lab will include techniques of isolation, cultivation and identification of microorganisms, with an emphasis on bacteria. Offered every other year. Lecture 3 hrs. Laboratory 3 hrs. Prerequisite: a grade of C- or above in CHE 1A/CHE 1B (p. 266) and a C or above in BIO 135. Recommended: BIO 130, BIO 152.

BIO 103L - Microbiology Laboratory (0)

The course focuses on basic principles of microbial growth and metabolism, cellular morphology and structure, taxonomy, pathogenicity, immunity, and control. Course will emphasize microorganisms as agents of disease and normal inhabitants of our environment. **Lab will include techniques of isolation, cultivation and identification of microorganisms, with an emphasis on bacteria. Offered every other year.** Lecture 3 hrs. **Laboratory 3 hrs.** Prerequisite: a grade of C- or above in CHE 1A/CHE 1B; a grade of a C or above in BIO 135; and concurrent enrollment in BIO 103. Recommended: BIO 130, BIO 152.

BIO 105 - Immunology (3)

Exploration of fundamental concepts of immunology. Topics include basic mechanisms of innate and adaptive immunity, host: pathogen interactions regulation of immune responses, antibody and T-cell receptor structure and function autoimmunity, immunodeficiency and vaccines. Emphasis is placed on biochemical and molecular approaches to studying the immune system and applications in medicine and research. Offered every other year. Lecture 3 hrs. Prerequisites: A grade of C- or above in BIO 1/BIO 2 and CHE 1A/CHE 1B and a grade of C or above in BIO 135.

BIO 111 - Ecology (4)

This course focuses on the general principles of ecology, including natural history, the interactions between organisms and their environments, population dynamics, interactions among organisms at community and ecosystem levels and large scale ecology, such as landscape ecology and global ecology. Scientific investigations in ecological principles and environmental problems will be discussed throughout the course. Laboratory gives students opportunities to learn how to design, execute, analyze and present research projects. Offered occasionally. Lecture 3 hrs. Laboratory 3 hrs. Prerequisite: a grade of C- or above in BIO 1/BIO 2.

BIO 111L - Ecology Laboratory (0)

This course focuses on the general principles of ecology, including natural history, the interactions between organisms and their environments, population dynamics, interactions among organisms at community and ecosystem levels, and

large scale ecology, such as landscape ecology and global ecology. Scientific investigations in ecological principles and environmental problems will be discussed throughout the course. Laboratory gives students opportunities to learn how to design, execute, analyze and present research projects. Offered occasionally. Lecture 3 hrs. Laboratory 3 hrs. Prerequisite: A grade of C- or above in BIO 1/BIO 2 and concurrent enrollment in BIO 111.

BIO 125 - Developmental Biology (3)

This course focuses on the patterns, processes and mechanisms by which a single cell changes and is transformed into a fully organized individual. We will explore - at the cellular and molecular levels - the mechanisms involved in fertilization, morphogenesis, organogenesis, and sex determination, emphasizing the experimental bases for generalizations whenever appropriate. In the laboratory, students will use several model systems including sea urchin, *Drosophila*, *Caenorhabditis*, frog, zebra fish and chick to investigate aspects of developmental mechanisms. Offered every other year. Lecture 3 hrs. Laboratory 3 hrs. Prerequisites: a grade of C- or above in BIO 1/BIO 2 and C or above in BIO 152.

BIO 125L - Developmental Biology Lab (1)

This course focuses on the patterns, processes and mechanisms by which a single cell changes and is transformed into a fully organized individual. We will explore - at the cellular and molecular levels - the mechanisms involved in fertilization, morphogenesis, organogenesis, and sex determination, emphasizing the experimental bases for generalizations whenever appropriate. In the laboratory, students will use several model systems including sea urchin, *Drosophila*, *Caenorhabditis*, frog, zebra fish and chick to investigate aspects of developmental mechanisms. Offered every other year. Lecture 3 hrs. Laboratory 3 hrs. Prerequisites: a grade of C- or above in BIO 1/BIO 2 and C or above in BIO 152 and concurrent enrollment in BIO 125.

BIO 130 - Genetics (4)

The course focuses on the organization, maintenance, function and inheritance of genes. Topics include Mendelian inheritance, mapping and linkage of genes, structure and inheritance of chromosomes, genetic mutations, and the analysis of genomes. In addition, the course includes discussions of genetic disorders, the relationship of genetics to environmental influences, and an introduction to both current and historical techniques used in the field. Offered once per year. Lecture 3 hrs. Laboratory 3 hrs. Prerequisite: a grade of C- or above in BIO 1/BIO 2 and C or above in BIO 135.

BIO 130L - Genetics Laboratory (0)

The course focuses on the organization, maintenance, function and inheritance of genes. Topics include Mendelian inheritance, mapping and linkage of genes, structure and inheritance of chromosomes, genetic mutations, and the analysis of genomes. In addition, the course includes discussions of genetic disorders, the relationship of genetics to environmental influences, and an introduction to both current and historical techniques used in the field. Offered once per year. Lecture 3 hrs. Laboratory 3 hrs. Prerequisite: a grade of C- or above in BIO 1/BIO 2 and C or above in BIO 135; concurrent enrollment in BIO 130.

BIO 135 - Molecular Biology (4)

This course focuses on the central dogma of biology and emphasizes the following topics: (1) structure and function of macromolecules such as DNA, RNA, and proteins, (2) DNA replication and repair, (3) expression of the genome through transcription, splicing, and translation, (4) gene regulation. The laboratory portion of the course introduces techniques in nucleic acid and protein preparation and manipulation fundamental in modern experimentation. Lecture 3 hrs. Laboratory 3 hrs. Prerequisites: a grade of C- or above in BIO 1/BIO 2

BIO 135L - Molecular Biology Laboratory (0)

The laboratory introduces techniques in nucleic acid and protein preparation and manipulation fundamental in modern experimentation. Laboratory 3 hrs. Prerequisite: a grade of C- or above in BIO 1/BIO 2; concurrent enrollment in BIO 135 or completion of BIO 135 with a grade of C or better.

BIO 141 - Cancer Biology (3)

This class will focus on molecular, genetic, and cellular aspects of cancer. Genetic topics discussed include tumor suppressor genes, oncogenes, and the mechanisms of DNA mutation leading to cancer. Cellular aspects covered in the class will include cell cycle regulation, metastasis and angiogenesis. The class will also touch upon some cancer therapies and treatments. Offered every other Fall semester. Lecture 3 hrs. Prerequisite: a grade of C or above in BIO 135 and BIO 130.

BIO 141L - Cancer Biology Laboratory (1)

Project-based laboratory introduces modern laboratory techniques commonly used in cancer research. The techniques and projects will depend on the changing technology in the field and student interests. Laboratory 3 hrs. Prerequisite: a grade of C or above in BIO 135 and BIO 130; concurrent enrollment in BIO 141.

BIO 151 - Medical Physiology (3)

The lecture portion of this course will cover the physiology of cells, organs and organ systems with an emphasis on biophysical and biochemical principles and how they contribute to homeostasis. All of the major organ systems will be covered including nervous, muscular, cardiovascular, respiratory, renal, gastrointestinal, endocrine and reproductive. The laboratory component will involve performing experimental investigations of physiological phenomena using both animal and human model systems. Offered every other year. Lecture 3 hrs. Laboratory 3 hrs. Prerequisites: a grade of C or above in BIO 135 and a grade of C or above in BIO 152 or PHY 1A and PHY 1B.

BIO 151L - Medical Physiology Laboratory (1)

The lecture portion of this course will cover the physiology of cells, organs and organ systems with an emphasis on biophysical and biochemical principles and how they contribute to homeostasis. All of the major organ systems will be covered including nervous, muscular, cardiovascular, respiratory, renal, gastrointestinal, endocrine, and reproductive. The laboratory component will involve performing experimental investigations of physiological phenomena using both animal and human model systems. Offered every other year. Lecture 3 hrs. Laboratory 3 hrs. Prerequisites: Concurrent enrollment in BIO 151 or completion of BIO 151 with a grade of C or better.

BIO 152 - Cellular Biology (4)

A detailed analysis of eukaryotic cell structure and function. This course aims to give students an in-depth understanding of protein structure and function, membrane dynamics, cell communication, and cell cycle regulation. An emphasis is placed on research findings in each topic. Laboratory techniques cover current methods in cell biology that may include cell culture, cell fractionation, electrophoresis, immunoassays, histology and microscopy. Offered every year. Lecture 3 hrs. Laboratory 3 hrs. Prerequisites: a grade of C- or above in BIO 1/BIO 2 and CHE 1A; a grade of C or above in BIO 135.

BIO 152L - Cellular Biology Laboratory (0)

A detailed analysis of eukaryotic cell structure and function. This lab aims to give students an in-depth understanding of protein structure and function, membrane dynamics, cell communication, and cell cycle regulation. An emphasis is placed on research findings in each topic. Laboratory techniques cover current methods in cell biology that may include cell culture, cell fractionation, electrophoresis, immunoassays, histology and microscopy. Offered every year. Laboratory 3 hrs. CR/NC. Prerequisites: a grade of C-

or above in BIO 1/BIO 2 and CHE 1A; a grade of C or above in BIO 135; concurrent enrollment in BIO 152.

BIO 153 - The Sociobiology of Food (3)

Food is an integral part of our lives, providing nutrients, enjoyment and cultural identification. Yet not all food is created equal and the route from seed to table comes with environmental consequences, risks to human health, and issues of political and social injustice. Topics include the history of the corporatization of food and the politics behind what we eat.

BIO 155 - Cancer and Society (3)

This course will survey factors involved in cancer development and examine the disparities in cancer incidence around the world. Students will analyze the molecular, environmental, and nutritional causes linked to cancer and compare them between the US and other parts of the world. Students will read available literature and apply the scientific method to critically evaluate what they read. This course will also equip students with effective oral and written presentation skills. Not for Biology major credit. Part of the first semester taken by political science majors for the Global Women in STEM program. Lecture 3 hours. GE 6A when linked with GLP 114/POL 114 or GE 5B or GE 5C.

BIO 156 - Cancer and Molecular Techniques (3)

This course surveys factors involved in cancer development and examines the disparities in cancer incidence. It is an in depth training in molecular techniques in chemistry and biology. Throughout the semester students will learn extraction protocols and mammalian tissue culture techniques. Each student will choose a natural product thought to have anti-cancer properties, extract it, and analyze its effects on mammalian tissue culture. This course is part of the Global Women in STEM program, and should be taken concurrently with GLP/POL Advanced Survey Methods Lab. Experiential Lecture 3 hours. GE 6A when linked with GLP 114/POL 114.

BIO 157 - Advanced Topics in Molecular Biology and Biotechnology (3)

This course is an in-depth analysis of the central dogma, its regulatory mechanisms, and its uses for medical and industrial purposes. It is also an exploration of the impact molecular biology has on the treatment of diseases and solving environmental problems. Topics discussed in the course may include: bioinformatics, recombinant DNA and protein technologies, gene therapy, bio-warfare, bioremediation and bioethics in the face of the quickly changing technologies. Prerequisites: a grade of C or above in BIO 135 and BIO 130.

BIO 157L - Advanced Molecular Biology Laboratory (1)

Project-based laboratory introduces modern laboratory techniques commonly used in molecular biology research. The techniques and projects will depend on the changing technology in the field and student interests. Laboratory 3 hrs. Prerequisite: a grade of C or above in BIO 135 and BIO 130; concurrent enrollment in BIO 157.

BIO 158L - Stem Cell Research Techniques Laboratory (1)

This laboratory is designed to introduce students to the procedures and techniques used in a stem cell research laboratory. These techniques are fundamental to current research and experimentation. The overall goal is to prepare students for employment and higher education pathways in the field. This course offering is sponsored by Cedars-Sinai. Prerequisite: Grade of C or above in Bio 135/L

BIO 160 - Neurobiology (3)

An introduction to fundamental concepts in neurobiology. An emphasis is placed on the molecular organization, biochemistry and physiology of nerve cells and how the organization of these cells underlies the functional properties of the brain and behavior. Topics to be covered include membrane biophysics, synaptic physiology sensory transduction, motor control and the molecular mechanisms of learning and memory. Offered every other year. Lecture 3 hrs. Prerequisites: a grade of C or above in BIO 135 and a grade of C or above in BIO 152 or PHY 1A and PHY 1B.

BIO 167 - Advanced Topics in Environmental Science (3)

This is an upper division course with emphases on analyzing and solving environmental problems. Traditional classroom lectures, laboratory exercises, formal debates, guest lectures and field trips are incorporated to help students to gain hands-on experience and understand real world problems. Topics include, but are not limited to knowledge of environments and natural resources invasive species, pollution, global warming, wild life and habitat conservation, and other environmental concerns. Lecture 3 hrs. Laboratory 3 hrs. Prerequisite: a grade of C- or above in BIO 1/BIO 2 and CHE 1A. GE 6 unlinked or GE 5C.

BIO 167L - Advanced Topics in Environmental Science Lab (1)

This is an upper division course with emphases on analyzing and solving environmental problems. Traditional classroom lectures, laboratory exercises, formal debates, guest lectures and field trips are incorporated to help students to gain hands-on experience and understand real world problems.

Topics include, but are not limited to, knowledge of environments and natural resources, invasive species, pollution, global warming, wild life and habitat conservation, and other environmental concerns. Lecture 3 hrs. Laboratory 3 hrs. Prerequisite: a grade of C- or above in BIO 1/BIO 2 and CHE 1A; concurrent enrollment in BIO 167 (p. 250) or completion of BIO 167 (p. 250) with a grade of C or better.

BIO 168 - Field Methods in Geosciences and Oceanography (1-3)

This course introduces students to field work, environmental data collection, and data analysis in a week-long experiential course on Catalina Island. Students will dorm and use the laboratories at the University of Southern California Wrigley Marine Science Center. Students will be introduced to the importance of long-term data-sets, metadata and data curation. Students will be trained in a combination of field sensors, data loggers, and laboratory techniques to sample the local environment. Prerequisites: a grade of C- or above in BIO 1/BIO 1L.

BIO 169 - Introduction to Biological Oceanography (3)

Biological Oceanography is the study of life in the oceans. This field takes an interdisciplinary approach drawing from chemistry, geology, physics, biology, and ecology to understand the complex processes that shape marine communities. The course approaches the Earth as a complex system and introduces the fundamentals of climate, ocean currents, seawater chemistry, and marine food webs—from microbial organisms to whales. Students will gain an understanding of the processes that govern the distribution of marine organisms and assess the threats and challenges facing the marine environment. Prerequisites: a grade of C- or above in BIO 1/BIO 2 and CHE 1A/CHE 1B.

BIO 177 - GRE Prep Courses (3)

This course is designed to help students prepare for the GRE Exam.

BIO 187 - Advanced Selected Topics in Biology (1-3)

An acyclic series of topics of current interest in the biological sciences which presents recent developments in the field. Instructor consent required. Course may be repeated for credit.

BIO 187A - Advanced Selected Topics in Biology (1-3)

An acyclic series of topics of current interest in the biological sciences which presents recent developments in the field. Instructor consent required. Course may be repeated for credit.

BIO 187B - Advanced Selected Topics in Biology (1-3)

An acyclic series of topics of current interest in the biological sciences which presents recent developments in the field. Instructor consent required. Course may be repeated for credit.

BIO 187C - Advanced Selected Topics in Biology (1-3)

An acyclic series of topics of current interest in the biological sciences which presents recent developments in the field. Instructor consent required. Course may be repeated for credit.

BIO 187D - Advanced Selected Topics in Biology (1-3)

An acyclic series of topics of current interest in the biological sciences which presents recent developments in the field. Instructor consent required. Course may be repeated for credit.

BIO 194 - Data Analysis and Leadership Training (2-3)

This course is a culminating component of the Global Women and STEM Undergraduate Research Training (GWSTEM) Honors Program. This course is focused on the development of both analytical and leadership skills. In this course, students analyze data collected in the field and will develop a successful professional presentation (oral and poster). Students will present their work at least once by attending a conference. The course includes a women's leadership module designed to prepare students for future careers in STEM and the behavioral and social sciences (BSSR). This course is only open to students admitted to the GWSTEM Honors Program. Lecture.

BIO 195 - Senior Seminar in Biology (3)

An in-depth analysis of various topics in biology. This is a capstone course in which students will demonstrate their cumulative knowledge of the biology major through student presentations, discussions, and written reports. To be taken in the last Spring semester before graduation. Prerequisite: Senior standing, successful completion of Biology core courses, and successful completion of BIO 130, BIO 135, and BIO 197 with a grade of C or above.

BIO 196 - Seminar Readings (2)

A seminar style course that will use current literature in biological and health science topics to teach students how to read and critically evaluate scientific literature, as well as communicate in this style. This course will help prepare students for their upper-division course work, particularly Senior Seminar. It is designed for those not interested in doing research. Topics will be chosen by the instructor.

BIO 197 - Research Readings (1,1)

A seminar style course that will use current literature in a biological topic to teach students how to read and critically evaluate scientific manuscripts. An emphasis is placed on analyzing research design and methodology, data presentation and developing conclusions. This course is specifically designed for students planning to do research. It will also serve to help students in their upper-division course work, particularly Senior Seminar. Topics will be chosen by the instructor. Offered every semester. May be repeated for credit.

BIO 198 - Biological Research (0-3)

Directed research project. Must be taken under the guidance of a faculty member currently engaged in laboratory research. Offered every semester. May be repeated for credit.

BIO 199 - Independent Study (0-3)

The initiation or continuation of a project under departmental faculty direction. Work should culminate in a research paper or report.

BIO 199H - Senior Honors Thesis (1-3)

Open only to students admitted into the Honors Program.

BUS - Business

BUS 4 - Business Foundations and Analysis (3)

An analytical survey of the principles and skills necessary for accounting, economics, marketing, finance, human resources, management, and government policies as they apply to business in the United States and globally. Through the course students develop a framework for analyzing business issues and develop critical thinking skills to solve organizational problems. This course will include an introduction of the case method.

BUS 5 - Business Law I (3)

An introduction to the development of legal principles for business activity, as found in common law, statutory laws, and the Uniform Commercial Code. Use of case studies for practical applications. Introduction to legal reasoning and legal writing, concentration on contracts and their use throughout all business negotiations, introduction to issues of commercial liability and sales transactions. (Same as POL 5)

BUS 15A - Accounting Principles I (3)

Course emphasis is on the measurement, valuation, and the accumulation of accounting data. Topics include the accounting cycle through financial statements, accounting for merchandise, internal control, notes, bad debts, inventories

and accounting for tangible and intangible assets. Focus is on the sole proprietorship.

BUS 15B - Accounting Principles II (3)

Course emphasis is on the measurement, valuation and the accumulation of accounting data. Topics include accounting for partnerships corporations, bonds, cash flow statements, present value, annuities, financial statement and analysis and an introduction to managerial accounting. Prerequisite: BUS 15A.

Prerequisite: Take BUS 15A

BUS 16A - Accounting Principles I (4)

Course emphasis is on the measurement, valuation and the accumulation of accounting data. Topics include the accounting cycle through financial statements, accounting for merchandise, internal control, notes, bad debts, inventories and accounting for lived tangible and intangible assets. Focus is on the sole proprietorship. Faculty-guided lab experiences are provided for additional reinforcement of course concepts.

BUS 16B - Accounting Principles II (4)

Course emphasis is on the measurement, valuation and the accumulation of accounting data. Topics include accounting for partnerships, corporations bonds, cash flow statements, present value annuities and financial statement analysis. Faculty guided experiences are provided for additional reinforcement of course concepts. Prerequisite: BUS 16A.

Prerequisite: Take BUS 16A.

BUS 18 - Professional Development and Presentations (3)

This course is designed to assist students develop creative approaches to launching a career. The student will identify appropriate elements necessary to make their resume stand out. Students will also identify the most effective ways a cover letter can answer a job description, and how to best leverage social media in a job search. The student will learn how to apply, network, leverage social media, interview, follow-up, and evaluate options through research and practice. Additionally, actively improving communication skills plays an important role in the process of personal development and career progression. The student will develop the skills to communicate their message clearly. Effective communication involves speaking, visual presentations, and listening.

BUS 21 - The Essentials of Business Writing and Presentation (3)

This course develops the writing and communications skills needed for success in business with an emphasis on basic mechanics formatting, and persuasive techniques. The course focuses on practical experience writing business reports, letters, memoranda, executive summaries proposals, and presentations as well as reading comprehension, the cornerstone of clear writing.

BUS 92 - Business Ethics (3)

A case study approach to business ethics, taking into consideration the perspectives of management labor, consumer or public, governmental agencies and environmental or other special interest groups. Using a basis in ethical theory, the course will cover areas such as public welfare issues in hiring (affirmative action, quotas) and business practices (product liability, honesty business bluffing, advertising, sexual harassment racism), environmental concerns, global issues (apartheid, social injustice, exploitation of the third world) corporate decision-making and responsibility. Students who take this course may not take PHI 21 for credit. Honors students should take PHI 21H not PHI 92.

BUS 93 - Special Topics (1.0-3.0)

Course or seminar in current issues in business administration. Topics change each semester. The class can be repeated for credit.

BUS 97 - Independent Study (1.0-6.0)

Lower division course, independent study or directed readings on business-related topics. Prerequisite: Consent of faculty member and approval of department chairperson.

BUS 104 - Investment Analysis and Management (3)

Survey of investments including corporate and government securities, real property and financial intermediaries. Study of financial investments with emphasis on security analysis, valuation and portfolio management. Prerequisite: BUS 130.

Prerequisite: Take BUS 130

BUS 106 - Business Law II (3)

Upper level study of business law. Applications to areas of agency, partnerships, corporate law sales, criminal and civil liability, product liability and insurance. Prerequisite: BUS 5 or POL 5.

Prerequisite: Take BUS 5 or POL 5

BUS 121 - Financing Healthcare in America (3)

This course provides a basic understanding of health services financial management. We will begin with elementary accounting concepts and then graduate to cash flow analysis, risk, financial statements, capital investments, debt and equity financing, capital budgeting, and health care reimbursement models. The aim of this course will be to expose prospective healthcare manager and policymakers to accounting and finance theories, principles, concepts, and techniques most important to managers and policymakers in the health care industry.

BUS 122 - Management Communications (3)

This course develops both oral and written business communications skills through the study of communications theory in conjunction with practical communication assignments. Specific content areas include management and decision-making case studies, internal and external written communications, business proposals, group dynamics, interviews and business presentations. Prerequisite: BUS 21.

Prerequisite: Take BUS 21

BUS 123 - Travel and Study Abroad (3)

This course is designed to acquaint participants with the business, historical, cultural, and social environments of the countries visited. Visits will be arranged to business organizations as well as with government officials connected with economic and business development. Areas visited may include South America, China or East Asia. The class can be repeated for credit.

BUS 125 - E-Commerce/E-Business (3)

This course will cover the current status of electronic public transactions (E-Commerce) and business to business (E-Business). Topics will include the internet, intranet, extranet, security and the impact of the World Wide Web on marketing business relationships, and changing supplier customer relationships.

BUS 126 - New Ventures, Financing and Management (3)

This course will discuss the five key sources of financing for a new venture: initial funding by co-founders, debt financing, angel financing, financing through technology licensing and venture capital financing. Taking a global perspective on the financing of new ventures, we will study the implications of each form of financing on cash flow and co-founders' ownership share. Further this course will explore the role of management in securing and utilizing the new capital. The seminar is structured as a combination of lecture, class discussion and team-based experiential learning.

BUS 127 - Accounting and Finance for Small Business (1)

This course will focus on the selection and formation of various business entity types. We will explore diverse sources of business capitalization including, but not limited to venture capitalists, corporate angels, and assistance available through the Small Business Administration. We will analyze financial statements and study government reporting requirements for the most frequently selected business entity types.

BUS 128 - Accounting Systems for Small Business (1)

Students are introduced to the latest versions of various automated accounting systems used today in small business. They are subsequently immersed in a thorough hands-on application of commonly used software such as Quick Books or Peachtree. Students will enter transactions prepare general ledgers, process payroll, and prepare and analyze financial statements.

BUS 130 - Principles of Finance (3)

This course is designed to provide students with a broad-based understanding of financial concepts and their applications. The course will explore (a) the financial system: components institutions, and functions, (b) business finance and management application of financial principles on a micro and macro level, (c) financial policy: the methods and effects of government debt and fiscal policy. Prerequisites: BUS 4 (except for Weekend College) BUS 15A, BUS 15B and MTH 28.

Prerequisite: BUS 4 (except for Weekend College), BUS 15A, BUS 15B.

BUS 131 - Managerial Accounting (3)

The application of accounting analysis to business decision, planning and control. Integrating information systems with specific emphasis on cost concepts and applications, budget, cost volume profit relationships and decision making from the capital investment and pricing viewpoints. Prerequisites: BUS 15A and BUS 15B.

Prerequisite: BUS 15A and BUS 15B

BUS 133 - Money Politics and Business (3)

This course explores the relationship between business and government in the United States--the influence of environmental forces on business institutions and the impact of corporations on their environment. Through this course, students develop an analytic framework for exploring political institutions and practices, social and ethical responsibilities, regulation and the policy making process, environmental issues consumer concerns, workplace

multiculturalism and diversity, global issues, and institutional reform.

BUS 137 - Intermediate Accounting I (3.0-4.0)

The beginning of the in-depth study of financial accounting. Topics include the conceptual framework, financial statement preparation concept of future and present value, revenue and expense recognition, accounting for cash and receivables, inventory and fixed asset accounting. In the Weekend College Program and the Fully Online Program this is offered as a three-unit course. Prerequisites: BUS 15A, BUS 15B.

Prerequisite: BUS 15A and BUS 15B

BUS 138 - Intermediate Accounting II (3.0-4.0)

The conceptual and procedural aspects of some of the more complex topics of financial accounting are studied. Topics include long-term debt leases, pensions, error corrections and the statement of cash flows. In the Weekend College Program and the Fully Online Program this is offered as a three-unit course. Prerequisite: BUS 137.

Prerequisite: Take BUS 137

BUS 139 - Managing Non-Profit Organizations (3)

This course will introduce managerial theories to lead non-profit organizations. The learning experience includes review of literature, class presentations and active sponsorship of service organizations. A service-learning project integrates theory with practice, requiring team cooperation, planning, and accountability. Also PSY 138 and SW 138.

BUS 140 - Women's Issues in Business and Economics (3)

Survey of issues that affect women in business and review of the feminist critique of classical economic theory. Topics surveyed may include women's labor history, Marxist feminism socialist feminism, feminist organizational theory, women in management, the wage gap, the glass ceiling gendered economic roles, women's issues in business law, affirmative action, and sexual harassment.

BUS 144 - Legal Issues in Entrepreneurship (3)

This course will discuss legal issues which an entrepreneur encounters while forming and running a start-up enterprise, including real estate purchases, leasing, employment law, human relations procedures, franchising, supply contracts and governmental administrative regulations.

BUS 145 - Entrepreneurship (3)

Introduction to the basic concepts and skills required of entrepreneurs. This course uses an applied approach-teaching

students to recognize opportunity, screen ideas and develop a business concept, test that concept and create a new venture. Topics include entry strategies business forms, franchising, entrepreneurial mindsets, management, marketing, capital requirements, financing sources and site analysis. An entrepreneurial internship is required. Prerequisite: BUS 4 (except Weekend College).

BUS 148 - Industrial Organization and Consumer Psychology (3)

Study of the psychological principles and techniques used in a business setting. Topics include the psychology of work, personnel selection, appraisal, job analysis, placement training, production efficiency, and consumer behavior.

BUS 150 - Strategic Management of Nonprofit Organizations (3)

This course is designed to study, discuss, and debate issues facing managers of nonprofit organizations. The goal of this course is to integrate skills in organizational behavior marketing, finance, and analytical disciplines into strategic decision making in the nonprofit context. Topics explored include mission definition, competing internal and external demands, resource scarcity and uncertainty governance systems, and managing strategic change. While the principal thrust of the course is on nonprofit organizations, there will be opportunities to examine areas where public for-profit, and nonprofit organizations interact. Prerequisite: BUS 185.

Prerequisite: Take BUS 185

BUS 151 - American Health Care System (3)

This course describes the structure and function of the American healthcare system both public and private. It will provide an understanding of the provider components, financing, the basic structure of health systems, and the legal/regulatory framework within which the American healthcare system functions.

BUS 154 - Cost Accounting (3)

Budgeting responsibility accounting, inventory planning, performance measurement, costing methods, job order and standard costs, direct vs. full costing, cost allocation, cost-volume profit analysis, analytic cost reports. Prerequisites: BUS 15A and BUS 15B.

Prerequisite: Take BUS 15A and BUS 15B

BUS 155 - Public Personnel Administration (3)

The process of formulating and administering public personnel policies, concepts and principles utilized in selected governmental personnel systems. Special emphasis on collective bargaining in public employment.

BUS 156 - Introduction to Public Administration (3)

The executive function in government, principles of administrative organization, personnel management, financial administration administrative law, and problems and trends in government as a career.

BUS 157 - Human Resources Development (3)

This course explores the contributions made by the modern human resource department to the success of business organizations. Particular areas of focus include job analysis, recruitment, training compensation analysis, performance analysis legal issues and workforce diversity. The course content weaves the underlying theories of human behavior in organizations with the practical applications of these theories pertinent for future managers or human resource professionals.

BUS 158 - Organizational Theory and Governmental Management (3)

Organizational structure, human factors in organization, dynamics of organizational change internal adaptability to external environment problems, limitations, and trends in governmental organization and management.

BUS 160 - Principles of Marketing (3)

This course is designed to introduce students to the fundamentals of marketing. Through this course, (a) the foundations of marketing will be explored--product issues, pricing decisions distribution channels and promotional strategies (b) the users of marketing will be identified, (c) the role of marketing in the organization and society will be examined, (d) marketing objectives, tools and resources will be assessed and (e) components of strong marketing strategy will be evaluated. Prerequisite: BUS 4 (except Weekend College).

BUS 161 - Principles of Advertising (3)

This course examines the major components of modern advertising and promotion. Key areas explored include the social and economic role of advertising, controls over advertising, planning of the campaign, the role of research, media strategy and coordination with other elements of the marketing communication mix.

BUS 162 - Marketing and Planning for Healthcare Organizations (3)

Health care marketing is the promotion of an organization's products or services to increase its value, making it an integral part of the management of all healthcare organizations. The healthcare system poses a variety of marketing challenges for managers due to the services and products it provides, and its unique competitive, regulatory

and ethical environment. This course will study the fundamentals of marketing as they are applied across a broad spectrum of healthcare organizations to address these challenges. The course will investigate the role that marketing plays in the strategic management of healthcare organizations.

BUS 163 - Marketing Research (3)

Fundamentals of marketing and industrial research as an approach to problem solving. Business cases are used to develop the student's analytical ability and to demonstrate the application of business research fundamentals. Prerequisites: MTH 38, BUS 160.

Prerequisite: Take MTH 38 and BUS 160

BUS 164 - Accounting Taxes and Finance for the Small Business (3)

This course aims to prepare the new entrepreneur with a thorough, real world understanding of the accounting requirements for external and governmental reporting. This will involve making decisions in entity formation, establishing appropriate records and controls, and hands-on experience in preparing required financial statements, tax reporting documents and financial analysis. Students will be introduced to state-of-the-art accounting software in this endeavor and will learn how to research and find sources of business financing. Upon completion of this course, the student should have a strong understanding of the required administrative aspects of business formation, reporting requirements and business financing.

BUS 165 - New Media Marketing (3)

With a focus on emerging media channels for Marketing, specifically those that are digital in nature, this course teaches you how to plan create, track and optimize advertising campaigns. Topics include media planning and buying, search engine optimization, search engine marketing email marketing, podcasting, Vodcasting cellcasting, and to use social networking communities, such as Blogs, Facebook, MySpace and LinkedIn.

BUS 166 - Consumer Marketing Research (3)

This course provides a comprehensive, experiential approach to conducting marketing and advertising research and understanding how it applies to consumers. We will examine how the entire research process works--from problem definition to design, data interpretation and presentation and how it can be used for B2C marketing decision making. The class will perform a "real life" consumer-based market research project consisting of both online and offline market research tools. Prerequisite: Bus 160

Prerequisite: Take Bus 160

BUS 168 - Marketing Seminar: Selected Topics (3)

An in-depth seminar in marketing. Primary activities include the exploration of advanced and specialized topics and issues in the field. Weekend College only. May be repeated once.

BUS 169 - Issues of Corporate Responsibility & Ethics (3)

Application of theories developed in Business Ethics to issues arising in the practice of modern business. Topics will vary by semester but the course will focus on newsworthy items that reflect the state of corporate business ethics. These issues may include marketing ethics, product liability, socially responsible investing, employee welfare and concerns of race and gender. Extensive case analysis is utilized to apply critical thinking skills to real business dilemmas. Introduction to Business Ethics (PHI 92) highly recommended.

BUS 170 - Real Estate (3)

Introduction to economics of land ownership and use, fundamentals of ownership, financing, appraisal, management and transfer of residential and other real property, including an introduction to real estate investment issues. Prerequisite: BUS 5.

Prerequisite: Take BUS 5

BUS 171 - Real Estate Law and Management (3)

This course develops those skills necessary to purchase, sell or lease real estate in commercial transactions: Business and legal aspects, purchase and sales contracts, conveyances, mortgage and trust deed transactions, property taxes, landlord and tenant law, wills and inheritance, and estates in land. Prerequisite: BUS 5.

Prerequisite: Take BUS 5

BUS 173 - Real Estate Investment (3)

Emphasizes problems and methodology for making the real estate investment decisions. Includes real estate versus other investments, real estate user and investor requirements, decision models, tax factors and syndication.

BUS 175 - Sales Management (3)

This course explores the function of sales and the relationship to the overall marketing program. Topics considered include setting sales objectives, formulation of sales strategy, development of a sales organization, selecting and working with distributors and dealers, measurement of salesmen's performance, evaluation of sales management performance, control of sales operations, and integration of sales and other marketing activities. Prerequisite: BUS 160.

Prerequisite: Take BUS 160

BUS 176 - Small Business Management (3)

This course comprehensively covers all activities required for the formation of new enterprises and certain aspects of managing growing organizations. The course explores the new venture creation process: business idea generation and evaluation, resource acquisition, customer identification and selling, developing a business plan, organization building, networking, and the technical issues entrepreneurs face in tax, legal, and accounting areas.

BUS 177 - Management Information Systems (3)

This course is designed to familiarize the student with the fundamentals of information system development and use--giving students the competitive edge in the workplace of tomorrow. The course explores (a) conceptual foundations, (b) information systems applications, (c) systems technology--processing, software, programming, (d) systems analysis, (e) management and societal issues. Prerequisite: BUS 4 (except Weekend College).

BUS 178 - Healthcare Management Information Systems (3)

This course introduces health information functions such as content and format of records; retention and storage requirements; indexes and registries; and forms design. Relationships among departments and clinical providers within a healthcare system are explored, and management concepts are introduced. Hardware, software and communication technology are used to complete health information processes. Fundamentals of database management are applied to health information examples. Prerequisite: BUS 177

BUS 179 - Ethics for Accountants (3)

This course introduces competing expectations about the purpose of corporations and hence raises questions concerning the appropriate responsibility of their directors and managers. It develops the position that the responsibility of managers for effective action extends not only to the familiar economic and market activity, but to the wider social/public arena as well. Students will learn to analyze, question critically, challenge and change ethical and moral standards, priorities, points of trade-off and compromise to be applied to business and professional behavior.

This course relies upon discussion and the exchange of ideas. Students learn significantly from different perspectives expressed in discussion forums. Listening/writing skills are important, because underlying assumptions often need to be challenged. Consequently, opportunities for discussion will be stimulated and grades will be assigned for the quality of

participation as well as attendance.

BUS 180A - Advanced Advertising Seminar (1-3)

An advanced seminar covering selected topics in copywriting, graphics, media and buying advertising, budgeting, planning and management. BUS 180A may be repeated for up to 6 units. Prerequisites: BUS 160 and BUS 161.

Prerequisite: Take BUS 160 and BUS 161

BUS 180B - Advanced Advertising Seminar (1-3)

An advanced seminar covering selected topics in copywriting, graphics, media and buying advertising, budgeting, planning and management. BUS 180B may be repeated for up to 6 units. Prerequisites: BUS 160 and BUS 161.

Prerequisite: Take BUS 160 and BUS 161

BUS 181 - Global Business (3)

Global Business will explore the reasons trade takes place and the role of international organizations in the promotion of trade. The geographical, cultural, technological, economic and political factors influencing multinational business are discussed in detail. International management, finance, marketing, accounting, human resources and law are part of the curriculum.

BUS 182 - Advanced Finance (3)

Case studies in financial management and capital budgeting. Strategies in debt and equity financing. Portfolio management. Prerequisite: BUS 130.

Prerequisite: Take BUS 130

BUS 183 - Management Seminar (3)

This course is an in-depth seminar in areas of management and organization. Primary activities include the exploration of advanced and specialized issues in the field.

BUS 184 - Organizational Behavior (3)

This course brings the insights into human behavior in organizations brought forth by psychology and sociology and centers them on their implications for business organizations. Issues pursued in this course include group dynamics, communications, motivation, leadership and decision making as well as organizational design, culture, development and change. The discipline of organizational behavior is unique in its combined goals of seeking organizational success while advocating employee empowerment.

BUS 185 - Principles of Management (3)

This course discusses the four principal functions of management: planning, organization, leadership and control, including quality control, managing cultural diversity, motivation and other leadership issues, decision making, group communication and organization. Case studies explore these topics within the context of business ethics and corporate responsibility to the community. Prerequisite: BUS 4 (except Weekend College).

BUS 186 - Tax Accounting (3)

Statutes, regulations, administrative rulings and court decisions relating to Federal and California income taxes, including audit procedures. Students explore filing requirements concepts of gross income and loss, exemptions deductions of business and personal expenditures nontaxable exchanges, capital gains and loss, and tax credits. Instruction includes preparation of a variety of federal and state income tax returns. Prerequisites: BUS 15A, BUS 15B.

Prerequisite: BUS 15A and BUS 15B

BUS 187 - Management Seminar: Selected Topics (3)

An in-depth seminar in the area of management and organization. Primary activities include the exploration of advanced and specialized topics and issues in the field. Weekend College only. May be repeated once.

BUS 188 - Auditing (3)

Audit functions of the CPA. Nature of audit evidence, audit procedures, audit work papers audit reports, evaluation of internal controls and internal auditing, statistical sampling in auditing, problems of auditing computer-based accounting records. Prerequisites: BUS 15A, BUS 15B.

Prerequisite: Take BUS 15A and BUS 15B

BUS 189 - International Management (3)

Application of modern management theory to the administration of international business. The course will study the impact of multi-governmental policies upon the management of international enterprises. Prerequisite: BUS 185.

Prerequisite: Take BUS 185

BUS 190 - Business Administration Internship (3.0-6.0)

An intensive supervised work experience related the student's major emphasis. Students are responsible for setting up the internship in conjunction with an appropriate faculty member and the Office of Career Planning and Placement. Internships must be approved by the Chair. Prerequisite: SPR 18.

Prerequisite: Take SPR 18

BUS 191 - Senior Seminar (3)

This is a course in analytics, research methods, financial analysis and operations management. In addition, students will use simulations to apply concepts in strategic management.

BUS 192 - Business Policy and Strategy (3)

This course is the capstone course for business administration majors. It provides an opportunity to integrate previous studies in functional areas--marketing, finance, economics, accounting and management. Organizations are analyzed with respect to the effectiveness and appropriateness of strategies and goals in each of the functional areas and the synergies of the functional areas for achieving optimal results consistent with their respective missions. The major topics covered include (a) competitive analysis, (b) the strategic management process, (c) the role of the chief executive officer, (d) strategy formulation and decision making, and (e) strategy implementation and control. Prerequisites: Lower Division and Upper Division Core Courses.

Prerequisite: Lower Division and Upper Division core courses.

BUS 193 - Selected Topics (1.0-3.0)

Course, independent study, seminar, or directed readings in current issues in business administration. The class can be repeated for credit.

BUS 194 - Consumer Behavior (3)

This course is designed to explore the complexities of consumer behavior. Through this course students will (a) develop an understanding of the key role of consumer needs and wants, (b) understand the role of marketing information systems, marketing research, buyer behavior and competitive forces, (c) explore target market selection, market positioning, and marketing strategies, and (d) examine the consumer perception in the market planning process of product, pricing, promotion and distribution. Prerequisites: BUS 160, BUS 185.

Prerequisite: Take BUS 160 and BUS 185

BUS 195 - International Marketing (3)

The role of marketing in the global business environment will be studied from the viewpoint of both the small business enterprise and the multinational corporation. Special emphasis will be given to how small business can get information and assistance for its efforts to enter the global marketplace. Topics covered will include the political, legal,

economic, and cultural factors that impact businesses going global as well as issues of product development, pricing, promotion and distribution. Prerequisite: BUS 160.

Prerequisite: Take BUS 160

BUS 196H - Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

BUS 197 - Independent Study (1.0-3.0)

Opportunity for independent study is available to qualified students. The student has responsibility for planning, implementing, and presenting the project, the faculty member approves the project meets with the student several times during the term, and evaluates the final results.

BUS 198 - Advanced Accounting (3)

Problems associated with preparation of consolidated financial statements, foreign currency translation, partnerships, and governmental fund accounting. Prerequisites: BUS 137, BUS 138.

Prerequisite: Take BUS 137 and BUS 138

BUS 199 - Directed Study (1.0-3.0)

Opportunity for directed reading is available to qualified students. The faculty member shares the responsibility with the student, generally planning the readings and/or projects and meeting with the student regularly. May be repeated for credit.

Foundation Courses

BUS 201 - Foundations of Business Economics (1)

Introduction of the basic economic thinking as a tool for understanding and interpreting world problems. Presents and develops economic theory of micro and macro economics to explain the behavior and interaction of organizations households and the government.

BUS 202 - Foundations of Accounting (2)

This is a survey to the five primary accounting areas: financial, managerial, taxation, auditing and accounting information systems. Each area is introduced in terms of its background, conceptual basis, an application in the business environment. Tools concepts and procedures are included.

BUS 203 - Foundations of Finance (2)

The approaches to the financing and investment decisions in an organization are examined in this module. Subjects include the essentials of financial ratios, analysis, managing assets and liabilities, cost of long-term capital and the required rate of return on long terms assets estimating cash

flow on investment proposal, net present value, capital budgeting, risk and return and capital structure.

BUS 205 - Foundations of Management (2)

Concepts and applications in management including motivation, leadership, group dynamics organization design, decision-making communication and organizational change's emphasis on contemporary management in the international context are discussed in this module.

BUS 206 - Foundations of Marketing (2)

This module concentrates on the role of marketing in identifying and satisfying consumers' needs while examining the components of marketing process, sources and uses of marketing intelligence, consumer behavior and international marketing.

First Semester

BUS 210 - Data: Collecting, Crunching and Communicating (1)

Managers require a sophisticated understanding of collecting, organizing, summarizing and analyzing data in order to present information as well as to understand information being presented to them. This module reviews basic statistical analyses necessary for interpreting data as well as strategies for collecting, organizing and displaying data. In addition, it covers such topics as sampling techniques and bias avoidance, different visual representations of data, correlation matrices, and using technology for linear and multiple regression analysis.

BUS 211 - Introduction to Graduate Studies: Coaching Assessment (1)

This introductory module acquaints participants with the MBA sequence and provides an overview of material topic areas. Program objectives are identified as are cohort expectations including team culture, making group decisions, and dealing with a variety of personalities. The function role, impact and influence of career coaching are presented and the student begins his or her personal participation in the process through a variety of personality and team assessments.

BUS 212 - Change-Assessment of the External Environment (1)

Contemporary organizations exist in social political and economic environments that change rapidly and unpredictably. This module provides an introduction to theories and strategies/applications related to interpreting signals of change and the organization's preparedness for it. Different methods of assessing impending change including urgency or response and impact on the organization and developing strategic thinking related to change interventions

that will increase an organization's effectiveness are explored. Specific issues are analyzed through the use of case studies, current literature and the application of change theories.

BUS 213 - Analytical Modeling and Future Projections (1)

Disciplined thought is frequently based on analytical models, both quantitative and qualitative. In this module, models are utilized to assess the complexities of the dynamic local regional, national and global environments of business. The theoretical foundation of modeling is presented followed by practicum where participants employ the models in analysis and decision making with respect to strategic topics and challenges encountered by today's business.

BUS 214 - Interpreting Financial Signals: The Economy (1)

In this module, the participants analyze micro and macro economic variables as basis for pricing and production decisions. By utilizing a practical approach to these complementary topics, the participants gain insight into the basic economic factors affecting a company's market at all levels: 1) the consumer level, 2) the domestic (national) levels, and 3) within the larger context of international economic policies. Macroeconomic topics include banking and the monetary system, inflation, and monetary and fiscal policies designed for maintaining stability and growth. Microeconomic topics address the nature of supply and demand, and elasticity of demand.

BUS 215 - Interpreting Financial Signals: The Competitors' Position (1)

Organizations seek to attain a sustainable competitive advantage in their industries. In this module, industry and competitive forces are identified and evaluated. This information is used to assess the financial viability and industry rivalry and to successfully position the organization in the industry. The analysis of the financial competitive factors is used in developing appropriate competitive strategies for the organization to be competitive in the industry as a global player.

BUS 216 - Information Collection Analysis and Interpretation (1)

Markets and the fast changing global environment of business are increasingly interrelated. Business leaders participate in complex decision-making often involving political, legal and social factors that must be identified collected, analyzed and interpreted. This module provides the theoretical framework and managerial tools leaders need to meet these real-time challenges.

BUS 217 - Assessing the Organization's External Environment (1)

Managers require a sophisticated understanding of what you can (and cannot) infer from data, and how to use those inferences to make good decisions. The module introduces the issue of the organization's inability to collect, analyze and interpret myopia, the right information. In addition, it covers topics such as probability theory and decision analysis (including decision trees, scenario analysis, decision criteria, the value of information, and simulation techniques) as well as statistical methods for interpreting and analyzing data, such as sampling concepts regression analysis, and hypothesis testing.

BUS 218 - Market Assessment and Analysis for New Opportunities (1)

How do organizational leaders identify new opportunities? This module focuses on the assessment and interpretation of the future including prioritization of impending opportunities (global, national and local) and their impact on the organization. What are the organization's resource areas needed to best take advantage of these opportunities and how can these opportunities be maximized locally and globally?

Second Semester**BUS 219 - E-Business for Business Managers (1)**

Successful businesses are sometimes described as understanding the art of being in the right place at the right time with the right product or service. In this module, the participants are introduced to the fundamentals of e-business and the future of strategic e-business decisions including the factors likely to affect e-business and marketing. These include globalization changing demographics, ever-changing technology and electronic commerce. Case studies and group activities focus on the application of e-business concepts.

BUS 221 - Strategy Design and Corporate Strategic Response (1)

Successful organizations design, develop and maintain strategies aimed at creating a sustainable competitive advantage. These strategies are identified in the organization's vision and mission and are supported by the ongoing actions of the firm. This module identifies methods to successfully position the organization in an industry on both the business unit level and as the entire enterprise. Both business and corporate strategic responses are explored through a variety of approaches including case studies and situation analyses.

BUS 222 - Financial Decision Making I (1)

Combining theory with practical, hands-on examples, this module provides the solid background needed for developing

and managing major corporate financial decisions. The course teaches students how firms raise capital, how to interpret financial results, forecast operating expenses, understand the time value of money measure risk and return, and estimate the cost of capital.

BUS 223 - Operations Management to Support Strategic Position (1)

Implementation of quality objectives in both operations and product development is key to achieving sustainable competitive advantage in the global marketplace. This module examines operations and quality management by examining context and content of such principles as Total Quality Management and its implemented at all levels of an organization. Other important topics addressed include forecasting, technology management, capacity planning and materials management.

BUS 224 - Branding Strategic Positioning and Customers (1)

Positioning and a strong brand are invaluable in the global competition for customers. The brand represents the organization's promise to its customer, whether it be for quality, low cost or fashion. Positioning and branding are foundational pieces in implementing the strategic marketing process. This module provides the framework for researching, defining, and building the organization's brand and for identifying the most competitive global positioning strategies.

BUS 225 - Strategic Resource Allocation and Development (1)

Organizational leaders are often tasked with balancing resources between existing and proposed projects. In this module participants learn how to identify their organization's resource capability and capacity while determining how to balance them based on future demand. They will also learn the importance of processes in resource allocation decision making.

BUS 227 - The Role of the Intrapreneur/ Entrepreneur (1)

Innovation and entrepreneurship are hallmarks of the 21st century organization. This module defines the role and attributes of the internal entrepreneur (intrapreneur) and provides guidelines to foster the creative environment in which he/she thrives. Finally it provides guidelines for leading the innovative enterprise.

BUS 228 - Financial Decision Making II of Development (1)

Building on the foundation of corporate finance established in BUS 222, this module focuses on how corporations make

decisions about whether to invest in long term projects or make acquisitions and how the firm's capital structure and cost of capital affects this process. Examples and case studies are used to explain how to estimate and use incremental cash flows in financial decision-making. Dividend policies and the process of going public are also reviewed.

BUS 229 - Coaching and Presentation (1)

In this module, participants develop their personal coaching skills in order to enhance their leadership and mentoring skills. They learn the fundamentals of coaching from theoretical framework to hands-on practicum.

Third Semester

BUS 231 - Leadership and Management of Change (1)

Change management, which was introduced in the first semester, is revisited in this module. Advanced change theory including the appropriate application to different cultural environments is presented. Participants are challenged by current global change initiatives which they, acting as change agents, must address.

BUS 232 - Managerial Behavior and Innovation (1)

The ability to build and sustain constructive relationships is critical to an organization's most valuable resource - its people. This module focuses on the skills necessary to manage individual and group dynamics in the pursuit of an organization's business goals. It provides a combination of theory, assessment and cognitive skills to help develop proficiency for leadership, management and problem-solving. Cases and group activities add depth and meaning to the theoretical aspects of this module.

BUS 233 - Perspectives: Comparative Writings on Business and Leadership (1)

The literature of business offers an ever expanding variety of ideas and insights rooted in the experiences of successful CEOs and empirical evidence developed by scholars and consultants. This module explores a selection of business classics and contemporary readings that provide a forum for the consideration of critical thinking and creative decision making techniques. Each student will receive a portfolio of summaries and critical assessments of each book evaluated during the course.

BUS 234 - Managerial Accounting and Productivity Measures (1)

This module reviews key accounting concepts and offers perspectives on the role of accounting in markets and organizations. It also covers the importance of accounting statements in providing information to stakeholders inside and outside the firm. Participants also learn accounting

principles used to strategically assess the value created by a new or existing businesses or business segments.

BUS 235 - Introduction to Project Management (1)

Understanding the necessity for adapting and incorporating structured project management concepts when undertaking project assignments is a necessary criterion for project success and meeting corporate strategic goals. Equally important, is the ability to evaluate project performance and recommending adjustments to ensure optimal project execution and attainment of organizational/corporate business objectives. This module provides an introduction to Project Management throughout the life cycle with an emphasis on practical applications in the business environment.

BUS 236 - The Role of the Board of Directors and Key Stakeholders (1)

This module emphasizes the role of ethics across the organization. Topics include defining the various theories of ethics, analyzing ethical behavior in relationship to business success formulating a framework for analyzing and resolving ethical issues, identifying the role of the Board of Directors and key stakeholders in ethical decision-making and understanding the role of government and government policies, such as Sarbanes-Oxley on corporations. This module provides both theory and practical examples to ground the participant firmly in the role of ethics in the workplace.

BUS 238 - Global Business Colloquium (International Travel Study) (3)

Organizational leaders in the 21st century need to think globally. The Mount Saint Mary's MBA immerses students in an international market as a complement to the study in the third semester.

Forth Semester

Entrepreneurship Courses

BUS 241 - Entrepreneurship and Community Leadership (3)

This course uses entrepreneurial skills to craft innovative responses to the needs in your community, whether this be local or global. In keeping with the overall focus of the Entrepreneurship concentration-to prepare students for personal and financial success-we will focus on the entrepreneurial skills and abilities to recognize opportunity, explore innovative approaches, mobilize resources, manage risks and thus build a viable enterprise. These potentials have tremendous ability for creativity and are necessary for the success of the entrepreneur.

BUS 243 - Innovation Marketing and the Entrepreneur (2)

This course focuses on the use of entrepreneurial skills to initiate innovative responses to business needs and opportunities evident in culture. Understanding the necessity of relational skills is important to the success of any entrepreneurial endeavor and will be understood from the entrepreneur's need to leverage new opportunities, explore innovative approaches mobilize resource needs, managing risk, and build a viable enterprise. The fastest growing areas in the business sector are Healthcare, Adult Education, Technological Advancements and the Green" Technologies." Organizational Leadership Courses

BUS 244 - Organizational Dynamics (2)

Examines the inter-relationships between management and communication theories. The systems within an organization are emphasized in terms of intra-personal, interpersonal, small group and organizational communication theories. This course will help students develop an understanding of behavior in organizations. This understanding will enable the student to predict and influence organizational events.

BUS 246 - Effective Organizational Leadership (3)

Focuses on aspects of leader-follower interaction including effective use of power, politics, and influence, understanding what motivates followers both individually and in teams as well as managing diversity. Project Management Courses

BUS 257 - Project Management 1 (3)

This course introduces students to project management theory, terminology, and practice. It utilizes the Project Management Body of Knowledge Guide developed by the Project Management Institute to guide students through the foundations of project management, the development of planning process groups, and the importance of ethics and professional conduct to the successful practice of project management. It also addresses the importance of effective project management leadership.

BUS 258 - Project Management 2 (2)

This course builds on the project management fundamentals presented in BUS 257 and specifically addresses the processes of executing, monitoring, controlling, and closing of individual processes in each process group. Emphasis is placed on the inputs, tools, and outputs required for successful completion of individual processes to ensure success of the entire process group. This course also includes discussions of special project management topics as well as current challenges, opportunities, and best practices in the project management field. Industry executives are invited to

share current industry trends and their experiences in project management with the class.

Culminating Project Courses

BUS 260 - Culminating Project (3)

Students complete a three unit final team culminating project which emphasizes the application of the tools and theories learned in the MBA program to a specific workplace issue. A grade of B or better is required for satisfactory completion of the Culminating Project.

BUS 261 - Consulting: Working With and Being a Consultant (1)

This course introduces the practice of consulting. It also provides the tools for the students to 1)develop the skills necessary for their organization to work effectively with consultants, 2) understand the process consultants follow, 3) assess criteria of effectiveness, and 4) develop and review an RFP. In addition, it brings forth the best practices for individuals working within organizations serving as consultants.

Special Course Offerings**BUS 239 - Directed Studies (1.0-3.0)**

Offered with approval of Instructor and Chairperson, following the published procedures for Directed Studies courses.

BUS 293 - Special Topics (2)

Course, independent study, seminar, or directed readings in current issues in business administration.

Fully Online MBA**BUS 270 - Residency (1)**

Taking place in Los Angeles over several days, the Online Residency acquaints participants with the MBA sequence and provides an overview of material topic areas. Program objectives are identified as are cohort expectations including team culture, making group decisions, and dealing with a variety of personalities. The function, role, impact and influence of career coaching are presented and the student begins his or her personal participation in the process through a variety of personality and team assessments. The Online Residency also includes an introduction to the Sisters of Saint Joseph of Carondelet, etiquette training, orientation activities, a quantitative reasoning review, an introduction to the MBA Program's career coaching offerings, discussion and analysis of the External Environment, and networking opportunities with MBA faculty, students and university administrators. A history of the MSMU MBA Program will also be provided in the residency. Students will be oriented to the university's online learning platforms as well.

BUS 271 - Economics and the Environment (2)

In this module, the participants analyze primarily macroeconomic variables as the basis for pricing and production decisions. By utilizing a practical approach to these topics, the participants gain insight into the basic economic factors affecting a company's market at all levels: 1) the consumer level and 2) the domestic (national) level. Macroeconomic topics include economic growth, employment, inflation, banking and the monetary system, and monetary and fiscal policies designed for maintaining stability and growth.

BUS 272 - Change Leadership (2)

Contemporary organizations exist in social political and economic environments that change rapidly and unpredictably. This module provides an introduction to theories and strategies/applications related to interpreting signals of change and the organization's preparedness for it. Different methods of assessing impending change including urgency or response and impact on the organization and developing strategic thinking related to change interventions that will increase an organization's effectiveness are explored. Specific issues are analyzed through the use of case studies, current literature and the application of change theories. Leadership exists at many levels of the organization and all leaders must work in concert for the organization to successfully pursue its strategy. The course also looks at the roles of corporate, business and functional level leaders, their styles, contributions and applications. The support mechanisms that contribute to leadership and organizational success are studied both as theory and application.

BUS 273 - Strategy (2)

Disciplined thought is frequently based on analytical models, both quantitative and qualitative. In this module, models are utilized to assess the complexities of the dynamic local regional, national and global environments of business. The theoretical foundation of modeling is presented followed by practicum where participants employ the models in analysis and decision making with respect to strategic topics and challenges encountered by today's business. Managers require a sophisticated understanding of what you can (and cannot) infer from data, and how to use those inferences to make good decisions. The module also introduces the issue of the organization's inability to collect, analyze and interpret myopia, the right information. In addition, it covers topics such as probability theory and decision analysis (including decision trees, scenario analysis, decision criteria, the value of information, and simulation techniques) as well as statistical methods for interpreting and analyzing data, such as sampling concepts regression analysis, and hypothesis testing. This module focuses on the assessment and interpretation of the future including prioritization of impending opportunities

(global, national and local) and their impact on the organization. What are the organization's resource areas needed to best take advantage of these opportunities and how can these opportunities be maximized locally and globally?

BUS 274 - Finance (2)

Organizations seek to attain a sustainable competitive advantage in their industries. In this module, industry and competitive forces are identified and evaluated. This information is used to assess the financial viability and industry rivalry and to successfully position the organization in the industry. The analysis of the financial competitive factors is used in developing appropriate competitive. Combining theory with practical, hands-on examples, this module provides the solid background needed for developing and managing major corporate financial decisions. The course teaches students how firms raise capital, how to interpret financial results, forecast operating expenses, understand the time value of money measure risk and return, and estimate the cost of capital, strategies for the organization to be competitive in the industry as a global player. The course focuses on how corporations make decisions about whether to invest in long term projects or make acquisitions and how the firm's capital structure and cost of capital affects this process. Examples and case studies are used to explain how to estimate and use incremental cash flows in financial decision-making. Dividend policies and the process of going public are also reviewed.

BUS 275 - Managerial Accounting & Finance (3)

This module reviews key accounting concepts and offers perspectives on the role of accounting in markets and organizations. It also covers the importance of accounting statements in providing information to stakeholders inside and outside the firm. Participants also learn accounting principles used to strategically assess the value created by a new or existing businesses or business segments. Combining theory with sophisticated analytical tools, this module provides the solid background needed for developing and managing major corporate financial decisions. Financial statement analysis, financial forecasting, time value of money, valuation of financial securities, management of risk and return, and cost of capital are covered. Additional topics include estimation and analysis of cash flows in the capital budgeting process and examination of capital structure, dividend policies and long-term financial planning. Needs of organizations change at different stages of their development from start-up to emerging, mature and established institutions. This module explores the leadership, structural, organizational, positioning and directional tools required to excel at each stage of development.

BUS 276 - Marketing (3)

How do organizational leaders identify new opportunities? This module focuses on the assessment and interpretation of the future including prioritization of impending opportunities (global, national and local) and their impact on the organization. What are the organization's resource areas needed to best take advantage of these opportunities and how can these opportunities be maximized locally and globally? Successful businesses are sometimes described as understanding the art of being in the right place at the right time with the right product or service. In this module, the participants are introduced to the fundamentals of e-business and the future of strategic e-business decisions including the factors likely to affect e-business and marketing. These include globalization, changing demographics, ever-changing technology and electronic commerce. Case studies and group activities focus on the application of e-business concepts. Positioning and a strong brand are invaluable in the global competition for customers. The brand represents the organization's promise to its customer, whether it be for quality, low cost or fashion. Positioning and branding are foundational pieces in implementing the strategic marketing process. This module provides the framework for researching, defining, and building the organization's brand and for identifying the most competitive global positioning strategies.

BUS 277 - Strategic Management & Leadership (3)

Successful organizations design, develop and maintain strategies aimed at creating a sustainable competitive advantage. These strategies are identified in the organization's vision and mission and are supported by the ongoing actions of the firm. This module identifies methods to successfully position the organization in an industry on both the business unit level and as the entire enterprise. Both business and corporate strategic responses are explored through a variety of approaches including case studies and situation analyses. Leadership exists at many levels of the organization and all leaders must work in concert for the organization to successfully pursue its strategy. This module looks at the roles of corporate, business and functional level leaders, their styles, contributions and applications. The support mechanisms that contribute to leadership and organizational success are studied both as theory and application. The ability to build and sustain constructive relationships is critical to an organization's most valuable resource - its people. This module focuses on the skills necessary to manage individual and group dynamics in the pursuit of an organization's business goals. It provides a combination of theory, assessment and cognitive skills to help develop proficiency for leadership, management and problem-solving. Cases and group activities add depth and meaning to the theoretical aspects of this module.

BUS 278 - Project & Operations Management (3)

Understanding the necessity for adapting and incorporating structured project management concepts when undertaking project assignments, is a necessary criterion for project success and in meeting corporate strategic goals. Equally important, is the ability to evaluate project management performance and recommending adjustments to ensure optimal project execution and attainment of organizational/corporate business objectives. This module provides an introduction to Project Management throughout the life cycle with emphasis on practical applications in the business environment. Key planning documents will be discussed, including the Project Commitment Agreement, Project Plan, Work Breakdown Structure, Critical Path Networks, and project status reporting. Implementation of quality objectives in both operations and product development is key to achieving sustainable competitive advantage in the global marketplace. This module examines operations and quality management by examining context and content of such principles as Total Quality Management and its implemented at all levels of an organization. Other important topics addressed include forecasting, technology management, capacity planning and materials management. Organizational leaders are often tasked with balancing resources between existing and proposed projects. In this module participants learn how to identify their organization's resource capability and capacity while determining how to balance them based on future demand. They will also learn the importance of processes in resource allocation decision making.

BUS 279 - Entrepreneurship & Innovation (3)

Innovation and entrepreneurship are hallmarks of the 21st century organization. This module defines the role and attributes of the internal entrepreneur (intrapreneur) and provides guidelines to foster the creative environment in which he/she thrives. Finally it provides guidelines for leading the innovative enterprise.

BUS 280 - Field Study in China (3)

Organizational leaders in the 21st century need to think globally. The Mount Saint Mary's MBA immerses students in an international market as a complement to the study in the third semester for a 9-day guided exploration of China.

BUS 281 - International Trade in the 21st Century (3)

Organizational leaders need to understand the basic concepts of international trade in order to understand and interpret global developments within commerce, trade, and financial markets. This module provides an in depth study of concepts such as Comparative Advantage, Exchange Rate Mechanisms, Debt Crises and Global Trade regimes through case studies, class discussions, and study of core concepts.

This course is offered as an option to Online MBA students not able to participate in BUS 280.

BUS 282 - Residency (1)

Taking place in Los Angeles over several days, this course introduces the practice of consulting. It also provides the tools for the students to 1) develop the skills necessary for their organization to work effectively with consultants; 2) understand the process consultants follow; 3) assess criteria of effectiveness; and 4) develop and review an RFP. In addition, it brings forth the best practices for individuals working within organizations serving as consultants.

BUS 283 - Marketing & Innovation for Entrepreneurs (2)

Examines all aspects of entrepreneurs and intrapreneurs from developing a viable concept, to advertising, promotion, and selling strategies which apply to both the individual and the product or service.

BUS 284 - Entrepreneurship Seminars (3)

This course uses entrepreneurial skills to craft innovative responses to social needs. Entrepreneurs are particularly good at recognizing opportunities, exploring innovative approaches, mobilizing resources, managing risks, and building viable enterprises. These skills are just as valuable in the social sector as they are in business. Despite a sustained economic boom in this country, numerous social problems remain. The course introduces business leadership and entrepreneurship principles to the social service sector.

BUS 285 - Organizational Dynamics (2)

Examines the inter-relationships between management and communication theories. The systems within an organization are emphasized in terms of intra-personal, interpersonal, small group and organizational communication theories. This course will help students develop an understanding of behavior in organizations. This understanding will enable the student to predict and influence organizational events.

BUS 286 - Organizational Leadership Seminar (3)

Focuses on aspects of leader-follower interaction including effective use of power, politics, and influence; understanding what motivates followers both individually and in teams as well as managing diversity.

BUS 287 - Project Management Theory and Practice (2)

This course builds on the project management fundamental presented in BUS 257 and specifically address the processes of executing, monitoring, controlling, and closing of individual processes in each process group. Emphasis is placed on the inputs, tools, and outputs required for successful completion of individual processes to ensure

success of the entire process group. This course also includes discussions of special project management topics as well as current challenges, opportunities, and best practices in the project management field. Industry executives are invited to share current industry trends and their experiences in project management with the class. (Note: after completion of the following courses, students may elect to take the Project Management Professional (PMP) Examination administered by the Project Management Institution. Sitting for the examination is optional and not a requirement of Mount Saint Mary's MBA Program.)

BUS 288 - Project Management Seminar (3)

This course introduces students to project management theory, terminology, and practice. It utilizes the Project Management Body of Knowledge Guide developed by the Project Management Institute to guide students through the foundations of project management, the development of planning process groups, and the importance of ethics and professional conduct to the successful practice of project management. It also addresses the importance of effective project management leadership.

BUS 289 - Culminating Project (3)

Students will complete a three unit final team project which will emphasize the application of the tools and theories learned in the MBA program to a specific workplace issue.

CAEL - Council Adult & Experiential Learning

CAEL 99 - Credit for Prior Learning (3)

Students enrolled in an undergraduate program at Mount St. Mary's University may receive academic credit through Prior Learning Assessment (PLA) for college-level learning gained from life or work experience prior to admission to Mount Saint Mary's University. Students who wish to pursue credit for PLA must identify the MSMU course that matches their learning and for which they'd like to earn PLA credit. The student then enrolls in the Council for Adult and Experiential Learning's CAEL 99 course to develop any PLA portfolios to submit for evaluation. The CAEL 99 course is a 3 unit elective credit/non-credit course at MSMU. If credit is awarded for CAEL 99 and/or any PLA portfolios, CAEL will send an official assessment transcript directly to the MSMU Registrar's Office. Credit obtained through PLA will be noted as such on the student's official MSMU transcript. The University may grant up to 12 general elective units for Prior Learning Assessment. PLA units may not be used to fulfill general education requirements. No grades will be awarded for this credit.

CHE - Chemistry

CHE 1A - General Chemistry (4)

Atomic theory, atomic structure and the periodic table, oxidation-reduction reactions, structure and properties of solids, liquids, and gases kinetic theory and colligative properties. Lecture, three hours, discussion, one hour. Prerequisites: High school chemistry, three years of high school mathematics, and satisfactory score on the Algebra or Calculus Placement Examination, or grade of C- or better in CHE 3 or PHS 1.

CHE 1AL - General Chemistry Laboratory (1)

Quantitative techniques including gravimetric and volumetric analyses, qualitative techniques including isolation of compounds and descriptive chemistry of inorganic compounds. Laboratory, four hours per week. Prerequisite: High school chemistry, three years of high school mathematics, and satisfactory score on the Algebra or Calculus Placement Examination, or grade of C- or better in CHE 3 or PHS 1, and concurrent enrollment in CHE 1A (recommended) or completion of CHE 1A with a grade of C- or better.

CHE 1B - General Chemistry (4)

Equilibria, acid-base chemistry, kinetics thermodynamics, molecular structure and bonding, and electrochemistry. Lecture, three hours discussion, one hour. Prerequisite: Grade of C- or better in CHE 1A.

CHE 1BL - General Chemistry Laboratory (1)

Calorimetry and thermodynamics experiments, instrumental methods including spectrophotometry and pH measurements, transition metal chemistry. Laboratory, four hours per week. Prerequisite: C- or better in CHE 1A and concurrent enrollment in CHE 1B (recommended) or completion of CHE 1B with a grade of C- or better.

CHE 1BH - General Chemistry: Honors Section (1)

Acid-base behavior, thermodynamics concepts, transition metal complexes, and kinetics. Emphasis will be on research approaches to problem solving and data analysis. Laboratory, four hours per week. Prerequisite: CHE 1A with grade of B or better or consent of instructor. Open only to students admitted to the Honors Programs.

CHE 3 - Foundations of Chemistry (3)

An introduction to the principles and laws of chemistry including atomic structure and the periodic table, bonding, nomenclature stoichiometry, gases, solutions, and introductory organic chemistry. Lecture, three hours. Note: This course is a prerequisite to CHE 1A if the student fails to

qualify for CHE 1A on the Chemistry Placement Examination.

CHE 3L - Foundations of Chemistry in the Laboratory (1)

Application of fundamental concepts including measurements, empirical formulas, energy in reactions, physical states of matter, and solution behavior. Laboratory, 2 hours. Prerequisite: Past or concurrent enrollment in CHE 3. It is highly recommended that students take this course concurrently with CHE 3.

CHE 6A - Organic Chemistry (4)

Nomenclature, bonding, structure, and stereochemistry of organic molecules. Introduction to reactions, reaction mechanisms, and organic synthesis. Lecture, three hours, discussion, one hour. Prerequisite: Grade of C- or better in CHE 1B.

CHE 6AL - Organic Chemistry Laboratory (1)

Methods of separations, purification, and identification of organic compounds, introduction to synthesis, and fundamentals of scientific writing. Laboratory, four hours per week. Prerequisite: Grade of C- or better in CHE 1B, and concurrent enrollment in CHE 6A (recommended) or completion of CHE 6A with a grade of C- or better.

CHE 6B - Organic Chemistry (4)

Continuation of Chemistry 6A. Reactions of functional groups and aromatic compounds; synthesis. Introduction to mass spectrometry and spectroscopic methods, including UV-VIS, NMR and IR spectroscopy. Lecture three hours, discussion, one hour. Prerequisite: Grade of C- or better in CHE 6A.

CHE 6BL - Organic Chemistry Laboratory (1)

Synthesis and reactions of typical organic compounds, scientific writing, introduction to qualitative analysis, infrared spectroscopy and mass spectrometry. Laboratory, four hours per week. Prerequisite: Concurrent enrollment in CHE 6B (recommended) or completion of CHE 6A with a grade of C- or better.

CHE 98 - Topics in Chemistry (1-3)

Prerequisite: Consent of chemistry faculty.

Except where noted, a grade of C or better in prerequisite courses, or consent of the department chair, is required for any upper division Chemistry course.

CHE 104 - Advanced Organic Laboratory (3)

Microtechniques, separation of mixtures derivatives, identification of unknown organic compounds, spectroscopic

methods. Lecture, one hour, laboratory, eight hours.
Prerequisite: A grade of C- or better in CHE 6B.

CHE 107 - Biochemistry (3)

The study of the molecular components of cells with emphasis on physical and chemical properties and biological functions. An introduction to enzyme kinetics, bioenergetics and the central pathways of carbohydrate metabolism. Lecture 3 hours. Prerequisite: A grade of C- or better in CHE 6B.

CHE 107L - Biochemistry Laboratory (1)

Techniques in the isolation and characterization of biomolecules with an emphasis on proteins. Introduction to enzyme kinetics. Laboratory, four hours per week. Prerequisite: Concurrent enrollment in CHE 107 (recommended) or completion of CHE 107 with a grade of C or better.

CHE 109 - Advanced Biochemistry (3)

Gluconeogenesis, photosynthesis, metabolism of fatty acids and cholesterol, biosynthesis of nucleic acids and proteins. Topics from among the following: biophysical spectroscopy, DNA damage and repair, neurochemistry, biochemistry of vision, metals in biochemistry. Lecture, three hours. Prerequisite: A grade of C or better in CHE 107.

CHE 110A - Physical Chemistry: Thermodynamics (4)

Laws of thermodynamics, chemical equilibria and properties of real gases. Lecture, four hours. Prerequisites: CHE 1B, MTH 5A, MTH 5B. Recommended: PHY 11B or PHY 1B.

CHE 110B - Physical Chemistry: Dynamics (3)

Kinetic theory, transport processes properties of real solutions, cell emf, chemical kinetics and quantum mechanics. Computer analysis of problems in the preceding areas. Lecture three hours. Prerequisite: A grade of C or better in CHE 110A.

CHE 111 - Physical Chemistry Laboratory (2)

Chemical and phase equilibria, electrochemistry kinetics and transport processes, conductance diffusion. Laboratory, 8 hours. Prerequisite: A grade of C- or better in CHE 6B and a grade of C or better in CHE 110A.

CHE 120 - Instrumental Methods of Analysis (3)

Theory and data analysis for modern instrumental methods including gas chromatography, high performance liquid chromatography, mass spectrometry, various spectroscopic methods (NMR, IR, etc.) and selected electrochemical methods. Lecture, three hours. Prerequisite: A grade of C- or better in CHE 6B.

CHE 120L - Instrumental Methods of Analysis Laboratory (2)

Hands-on experiments with modern methods of analysis, from among the following techniques: absorption spectroscopies such as uv-vis, infrared (IR), atomic absorption (AA), nuclear magnetic resonance spectroscopy, high performance liquid chromatography (HPLC), gas chromatography (GC), mass spectrometry (MS), emission spectroscopies and electrochemical methods. Laboratory, 8 hours. Prerequisite: Completion of CHE 6B with a grade of C- or better.

CHE 130 - Biochemical Methods (3)

Experimental techniques in biochemistry. Chromatography, electrophoresis, and spectroscopic methods applied to the preparation and measurement of biochemical substances. Lecture, one hour laboratory, eight hours. Prerequisite: A grade of C or better in CHE 107 and CHE 107L.

CHE 190 - Inorganic Chemistry (3)

Chemistry of inorganic systems with emphasis on reaction mechanisms, metal complexes, bonding and periodic relationships. Lecture, three hours. Prerequisite: A grade of C- or better in CHE 1B.

CHE 195H - Senior Honors Thesis (3)

Open only to students admitted to the Honors Program. May be repeated for credit.

CHE 196 - Internship (1-3)

An intensive work-study program for qualified upper division students. The student is responsible for setting up the internship in conjunction with the appropriate faculty and the office of Career Services and Internships. The internship must be approved by the department chairperson.

CHE 197 - Seminar (1-3)

Seminar on current topics of interest in chemistry. May be repeated.

CHE 198 - Topics in Chemistry (1-3)

A course in a specialized area of chemistry. Recent topics have included chemistry and cooking, computational chemistry and cosmetic chemistry. May be repeated. Prerequisite: Consent of chemistry faculty.

CHE 199 - Research in Chemistry (1-3)

Research problems to be arranged with individual faculty members. May be repeated. Prerequisite: Consent of chemistry faculty.

CHI - Chinese

CHI 1 - Elementary Chinese I (4)

Develops fundamental skills for reading, writing, listening and speaking Chinese Mandarin. Students are also introduced to the cultural context of the language. GE 4A.

CHI 2 - Elementary Chinese II (4)

Further develops the basic skills, stressing reading, writing. Continuous attention is paid to pronunciation, communication, and cultural context. Prerequisite: CHI 1 or equivalent. GE 4B.

CRI - Criminology

CRI 105 - Criminal Profiling (3)

Profiling is a science and art that is a critical part of criminal investigation when the identity of the responsible party is unknown. Developing a profile of an unknown perpetrator is rooted in a social understanding of the world and rigorous forensic social science. In this course, students will learn the history of profiling, explore the techniques and processes involved in profiling, and experiment with case studies to practice profiling skills.

CRI 109 - Forensic Studies: Criminalistics (3)

The examination of theories and techniques associated with the recognition, collection, and analysis of physical evidence from the context of a crime scene. The course will enable students to use the physical and social environment to provide information for use by the criminal justice system.

CRI 110 - Juvenile Delinquency (3)

An examination of the theories and concepts applied to deviance and social disorganization as it manifests itself among the juvenile population. Topics include contemporary gang culture and other issues of youths at risk. Fieldwork required. Prerequisite: SOC 1.

CRI 111 - Criminology (3)

The scientific application of the theories of crime and deviance, reflecting the structural and environmental influences of contemporary American society. A human rights course. Prerequisite: Soc 1.

CRI 113 - Community Policing (3)

This course explores the theories and strategies that combine the traditional aspects of law enforcement with crime prevention, problem-solving, community engagement and partnerships. It will also address local conditions that give rise to criminal activity, social disorder and fear of crime.

With community based policing, community members have an opportunity to work together with law enforcement agencies on issues impacting their community.

CRI 114 - Corrections (3)

An exploration of the corrections system in the U.S. from its inception to the present day. Topics include prison and jail cultures, ethical issues related to incarceration, history of incarceration, and the different types of correctional modalities to include institutional-based corrections. A study of the responsibilities of correction officers, probation officers, parole officers, and parole agents is included. A human rights course. Prerequisite Soc 1.

CRI 116 - Criminal Justice (3)

The scientific study of crime, criminal law, and components of the criminal justice system including police, courts, and corrections or those agencies whose goal it is to apprehend, convict, punish, or rehabilitate law violators. A human rights course.

CRI 119 - Urban Crisis Response and Management (3)

The course provides the understanding of motivations, dynamics, and control of urban crises due to terrorism, environmental catastrophes, crowd control, urban emergency response, etc.

CRI 122 - Criminal Policy and Practice (3)

This course will examine the legal purposes of criminal policy and how its practice both functions in and affects modern society. A range of topics will be explored including the concept of crime and criminal liability, including crimes against persons, property, government and public morality. Also, highlights of criminal defenses, the concept of criminal capacity (including age requirements and mental insanity) and punishments will be discussed. Finally, the impact of crimes on victims and families as well as the correlation between socioeconomic status, ethnicity, geographical region, and judicial outcomes (including the likelihood of the death penalty) will be analyzed through a sociological perspective.

CRI 123 - Crime and Minorities (3)

An exploration of the intersection of ethnicity, social class and gender as it relates to deviant and criminal behavior, social controls, the judicial process, geographical regions and cultural norms of society.

CRI 137 - Criminal Pathologies (3)

This online course will survey mental health disorders which are frequently demonstrated within a forensic and criminal population. Topics will include in-depth analysis of various personality disorders, psychopathy, paraphilias, and the most common and/or dangerous co-morbidities. Students will be

exposed to the DSM V criteria for diagnosis (where applicable), and relevant empirical literature. Fictional and real-life scenarios and case studies will be utilized to demonstrate the topics.

CRI 145 - Ethical Dilemmas in Criminology (3)

This course provides an exploration of contemporary law enforcement risks, and the manner law enforcement agencies respond by developing policies to address high risk operations, which include but are not limited to, officer involved shootings and other uses of force, in-custody deaths, vehicle pursuits, and search warrants. Also examined will be the cultural, professional, and judicial implications of research in criminology.

CRI 152 - Introduction to Parole and Probation (3)

This course will explore the current trends of parole and probation programs, including community-based, work-release, half-way house contract programs, examining the options of each with regard to the effects it will have for the offender and the community. The justice and corrections systems and the components and roles of parole and probation officers, with their responsibilities, reporting duties, caseload management skills, and the ethical obligations will also be examined.

CRI 158 - Mental Health and Law Enforcement (3)

This course will address the practical aspects of mental health disorders frequently encountered by Law Enforcement/ EMT's/ Fire Departments in the field. Topics will include psychological and sociological challenges frequently encountered, such as personality disorders, schizophrenia, paranoia, combative substance abusers, overdose victims, the homeless and their potential diagnoses. The course will address a range of tactics in confronting persons, including awareness of safety issues, engaging the homeless who utilize 911 for health needs; and the challenges and perceptions of agencies and their approach to policies and enforcement.

CRI 170 - Law Enforcement Professional Development (1-3)

This course will assist the law enforcement candidate in preparation for entry into the Police Academy of the LAPD. It will address the physical portion of training as well as familiarizing the candidate with the quasi-military protocols and self-discipline expected of a recruit officer in the Police Academy. (1-3 units). May be repeated.

CRI 197 - Capstone Experience (3)

The application and integration of the major's program of study through a field work experience, demonstrating

mastery of the major scholarly theoretical schools in the field; and, the development of a professional portfolio, which includes a resume, professional plan, a theory application paper, and completed original research project. Internship site is to be mutually agreed upon by student and professor. Taken in senior year.

CRI 197A - Internship (3)

The application of the major's program of study through an internship experience. A minimum of 100 hours of on-site experience is required along with practicum attendance and participation. Development of a professional portfolio is also required. Internship site is to be selected and mutually agreed upon by student and professor. Open to majors only.

CRI 197B - Internship (3)

The application of the major's program of study through an internship experience. A minimum of 100 hours of on-site experience is required along with practicum attendance and participation. Development of a professional portfolio is also required. Internship site is to be selected and mutually agreed upon by student and professor. Open to majors only. CRI 197B is to be taken in senior year of study.

CRI 199 - Special Studies (1.0-6.0)

A more advanced or specialized treatment in criminology. May be repeated for credit.

CRW - Creative Writing

CRW 210 - Bilingual Fiction Writing I (3)

Through both reading and writing, this class considers elements of style and voice, exploring character development, plot, dialogue, time, place, stream of consciousness, and suspension of disbelief. Type of writing may include short fiction, novel chapters, graphic novel, and speculative fiction. The course will culminate in a portfolio of several chapters or stories. Taught in English and Spanish. Bilingual Fiction Writing I and II may be taken in either sequence.

CRW 211 - Bilingual Fiction Writing II (3)

Through both reading and writing, this class considers point of view, pacing, tone, structure, and setting. Type of writing may include short fiction, novel chapters, and graphic novel. The course will culminate in a portfolio of several chapters or stories. Taught in English and Spanish. Bilingual Fiction Writing I and II may be taken in either sequence.

CRW 212 - Bilingual Poetry Writing I (3)

In this workshop, students write their own poems with guidance, prompts, and forms given by the instructor.

Student work will be shared in a workshop setting where all participate. Taught in English and Spanish. Bilingual Poetry Writing I and II may be taken in either sequence.

CRW 213 - Bilingual Poetry Writing II (3)

In this workshop, students develop chapbook-length projects and poem sequences (i.e., sonnet cycles, etc.) Student work will be shared in a workshop setting where all participate. Focus of the course and method of instruction determined by the instructor. Bilingual Poetry Writing I and II may be taken in either sequence.

CRW 214 - Bilingual Screenwriting I (3)

An introduction to the craft of screenwriting, with emphasis on story structure, character and the language of feature film. Students study produced screenplays as well as write exercises in character development, scene construction/writing, dialogue, and description. Students are expected to complete the first act of their original feature film screenplay by the end of the semester. Taught in English and Spanish. Bilingual Screenwriting I and II may be taken in either sequence.

CRW 215 - Bilingual Screenwriting II (3)

An overview of feature film story structure and detailed instruction on creating the "blueprint" for storytelling that we call the outline. Students will learn standard Hollywood film story structure as well as how to construct scenes with compelling action, believable reactions and escalating conflict that builds within the scene, while also elevating the stakes of the entire story. Students are expected to complete a full outline with 50 – 100 scenes for their original feature film by the end of the semester. Taught in English and Spanish. Bilingual Screenwriting I and II may be taken in either sequence.

CRW 216 - Bilingual Creative Non-Fiction Writing I (3)

In this workshop, students explore and write short-form non-fiction including essays and articles. Students draw on public and private events to build narratives and offer informed meditations. Taught in English and Spanish. Bilingual Creative Non-Fiction Writing I and II may be taken in either sequence.

CRW 217 - Bilingual Creative Non-Fiction Writing II (3)

In this workshop, students explore and pursue long-form non-fiction projects including memoirs and non-fiction novels. Students engage in reportage, narrativization, and interviews, in addition to developing a non-fiction book proposal. Taught in English and Spanish. Bilingual Creative Non-Fiction Writing I and II may be taken in either sequence.

CRW 218 - Bilingual Playwriting I (3)

Study of essentials of writing for the stage. Through reading and watching plays, classic and modern, students will learn about dramatic structure, causality, building a scene and creating characters. The course will culminate in the writing of a one-act play. Taught in English and Spanish. Bilingual Playwriting I and II may be taken in either sequence.

CRW 219 - Bilingual Playwriting II (3)

Study of the craft of writing for the stage. Through reading and watching plays, classic and modern, students will learn about plotting, pacing, dialogue, and staging. The course will culminate in the writing of a two-act play. Taught in English and Spanish. Bilingual Playwriting I and II may be taken in either sequence.

CRW 229 - Young Adult Literature (3)

This course studies and produces literature for children, ranging from writing texts for picture books to drafting short stories and longer fiction for young adult readers. Focus of the course will be determined by the instructor. May be repeated as topic varies.

CRW 230 - Fiction Writing I (3)

Through both reading and writing, this class considers elements of style and voice, exploring character development, plot, dialogue, time, place, stream of consciousness, and suspension of disbelief. Type of writing may include short fiction, novel chapters, graphic novel, and speculative fiction. The course will culminate in a portfolio of several chapters or stories. Fiction Writing I and II may be taken in either sequence. Focus of the course will be determined by the instructor. May be repeated as topic varies.

CRW 231 - Poetry Writing I (3)

In this workshop, students write their own poems with guidance, prompts, and forms given by the instructor. Student work will be shared in a workshop setting where all participate. Poetry Writing I and II may be taken in either sequence. Focus of the course will be determined by the instructor. May be repeated as topic varies.

CRW 232 - Writing for the Screen I (3)

An introduction to the craft of screenwriting, with emphasis on story structure, character and the language of feature film. Students study produced screenplays as well as write exercises in character development, scene construction/writing, dialogue, and description. Students are expected to complete the first act of their original feature film screenplay by the end of the semester. Writing for the Screen I and II may be taken in either sequence.

CRW 233 - Creative Non-Fiction Writing I (3)

In this course, emerging writers will learn how to translate personal experience and research into effective pieces of creative nonfiction. Through reading and analysis, across a broad spectrum of content and form, writers will imbue meaning into the term "creative nonfiction." Essays and course texts require students to wear the hat of both the scholar and writer as they consider the ethical questions that are an intrinsic part of creative nonfiction. Writers will create a series of personal essays; read and critique essays written by their peers; practice strategies for self-editing and revision; respond to writing prompts; gain familiarity with different genres of creative nonfiction; and create new work to add to their portfolio for submission to online and print literary magazines and journals. Creative Non-Fiction Writing I and II may be taken in either sequence. Focus of the course will be determined by the instructor. May be repeated as topic varies.

CRW 234 - Advanced Writing for Screen and Television (1.0-3.0)

For those students who have taken CRW 232 or CRW 242 and would like to continue their writing in an intensive workshop, this course assumes knowledge of screenplay basics such as screenplay format, act structure, and treatments. Students will make significant progress in completing a screenplay or television pilot during the semester. Prerequisite: CRW 232 or CRW 242 or permission of the instructor. May be repeated as topic varies.

Prerequisite: CRW 232 or CRW 242 or permission of the instructor.

CRW 236 - Playwriting I (3)

Study of essentials of writing for the stage. Through reading and watching plays, classic and modern, students will learn about dramatic structure, causality, building a scene and creating characters. The course will culminate in the writing of a one-act play. Playwriting I and II may be taken in either sequence. Focus of the course will be determined by the instructor. May be repeated as topic varies.

CRW 240 - Fiction Writing II (3)

Through both reading and writing, this class considers point of view, pacing, tone, structure, and setting. Type of writing may include short fiction, novel chapters, and graphic novel. The course will culminate in a portfolio of several chapters or stories. Fiction Writing I and II may be taken in either sequence. Focus of the course will be determined by the instructor. May be repeated as topic varies.

CRW 241 - Poetry Writing II (3)

In this workshop, students develop chapbook-length projects and poem sequences (i.e., sonnet cycles, etc.) Student work will be shared in a workshop setting where all participate. Focus of the course and method of instruction determined by the instructor.

CRW 242 - Writing for the Screen II (3)

An overview of feature film story structure and detailed instruction on creating the "blueprint" for storytelling that we call the outline. Students will learn standard Hollywood film story structure as well as how to construct scenes with compelling action, believable reactions and escalating conflict that builds within the scene, while also elevating the stakes of the entire story. Students are expected to complete a full outline with 50 – 100 scenes for their original feature film by the end of the semester. Writing for the Screen I and II may be taken in either sequence. Focus of the course will be determined by the instructor. May be repeated as topic varies.

CRW 243 - Creative Non-Fiction Writing II (3)

In this workshop, students explore and pursue long-form non-fiction projects including memoirs and non-fiction novels. Students engage in reportage, narrativization, and interviews, in addition to developing a non-fiction book proposal. Creative Non-Fiction Writing I and II may be taken in either sequence. Focus of the course will be determined by the instructor. May be repeated as topic varies.

CRW 246 - Playwriting II (3)

Study of the craft of writing for the stage. Through reading and watching plays, classic and modern, students will learn about plotting, pacing, dialogue, and staging. The course will culminate in the writing of a two-act play. Playwriting I and II may be taken in either sequence. Focus of the course will be determined by the instructor. May be repeated as topic varies.

CRW 248 - Special Topics in Creative Writing (1.0-3.0)

May be repeated as topic varies.

CRW 296 - Thesis (3, 3)

Required for completion of the degree is submission of a publication-ready, 100-page manuscript in one genre-fiction, creative non-fiction, screen play or teleplay, or 50 pages of poetry - closely reviewed, edited and refined with the assistance of the student's Thesis Committee.

Prerequisite: Taken after the student has completed 24 units of course work.

CRW 297A - Thesis Continuation (1)

Students who need a little more time to finish their theses may register for up to 4 additional one-units.

CRW 297B - Thesis Continuation (1)

Students who need a little more time to finish their theses may register for up to 4 additional one-units.

CRW 297C - Thesis Continuation (1)

Students who need a little more time to finish their theses may register for up to 4 additional one-units.

CRW 297D - Thesis Continuation (1)

Students who need a little more time to finish their theses may register for up to 4 additional one-units.

CRW 299A - Approaches to Teaching (2)

Provides instruction and applied practice in teaching approaches and methods. Students attend two pedagogy sessions during the semester, and prepare and deliver two lecture presentations evaluated by the Teaching Assistantship (TA) Review Team. Students attend and contribute to their assigned TA class under the guidance of an assigned lead professor. Successful completion of the course depends on lecture evaluations and a positive report submitted by the lead professor. The class meets on the first, third, and fifth weekends for an hour for lecture, classroom practice, and discussion. Prerequisites: Completion of all required coursework in the MFA in Creative Writing or MA in Humanities program enrolled in Capstone and ready to enter the thesis writing stage.

CRW 299B - Internship (1.0-6.0)

The internship is designed to apply Humanities education to a "real world" setting. On-site experience is required, and the number of hours will determine the number of units earned. Each unit consists of 15 hours. Development of a professional portfolio, including a positive report submitted by the supervisor, and a report on the experience are required at the completion of the course. Internship is selected and mutually agreed upon by student and professor. Prerequisites: Completion of at least 18 credits in MFA in Creative Writing or MA in Humanities program is required before a student may enroll. May be repeated with permission of the Program Director.

CRW 299C - Publishing Seminar (3)

This course provides a theory-grounded and practice-driven introduction to the writing, editing, and publishing of books and magazines. It is designed for students who plan future careers as writers or in the wider world of publishing. Students will learn about the socioeconomic and

sociocultural importance of publishing by reading the work by major contemporary authors in the field. Topics include the history and present state of independent publishing in the United States and beyond, the economics of the industry, current challenges, and future trends.

Offered: Summer

CS - Computer Science

CS 1A - Coding for All (3)

This introduction to computer science, developed by Google and their university partners, emphasizes problem solving and data analysis skills along with computer programming skills. Using Python, you will learn design, implementation, testing, and analysis of algorithms and programs. And within the context of programming, you will learn to formulate problems, think creatively about solutions, and express those solutions clearly and accurately. Problems will be chosen from real-world examples such as graphics, image processing, cryptography, data analysis, astronomy, video games, and environmental simulation. Furthermore, you will use robots to see how they react to the code you wrote for them. As part of the course, you will also hear from Google engineers about their careers in the tech industry and how you can prepare yourself for a similar career. Prior programming experience is not a requirement for this course.

CS 1B - Software Development (3)

Continued focus on computer science foundations with further problem solving, abstract data types, algorithms, programming methodologies, including basics of object-oriented programming (Java). The goal of this course is to learn how to write larger code segments, be able to read someone else's code, and think algorithmically by applying computer science principles to relevant problem sets. Skills gained: abstract thinking; object-oriented programming; learning new programming language – Java; knowledge of testing and debugging.

Prerequisite: CS 1A or consent of the instructor

CS 9 - Computers Under the Hood (3)

This course provides an introduction to computer technology. In particular the course investigates fundamentals of hardware components, computer arithmetic, digital logic design, operating systems (OS), software, file management, OS troubleshooting, exceptional control flow (exceptions, interrupts, processes, and Unix signals), system-level I/O, and basic concurrent programming. The goal of this course is to provide students with more confidence in using their computers for something else than browsing.

Skills gained: technical knowledge about computers; build confidence to troubleshoot your computer

CS 65 - Information Retrieval & Processing (3)

This course introduces principles for storing, retrieval and processing of data. We will introduce the concepts of: 1) information storage: databases, comma separated file storage (for example, CSV), data compression, online data storages, repositories, 2) information retrieval: using data from different resources, reading different file formats text/music/videos, 3) information processing: loading data in your program and performing simple operations. We will also look into the cloud computing services such as Amazon Web Services (AWS).

Prerequisite: CS 1A & CS 9 (or consent of instructor)

CS 110 - Intro to Data Science (3)

This course introduces students to the importance of gathering, cleaning, normalizing, visualizing and analyzing data to drive informed decision-making, no matter the field of study. Students will learn to use a combination of tools and techniques, including spreadsheets, SQL and Python to work on real-world datasets using a combination of procedural and basic machine learning algorithms. They will also learn to ask good, exploratory questions and develop metrics to come up with a well thought-out analysis. Presenting and discussing an analysis of datasets chosen by the students will be an important part of the course.

Prerequisite: CS 1A or the equivalent Intro to Computer Science

CS 115 - Data Structures & Algorithms (3)

In this course the students will work with the common data structures or data abstractions, and how to implement them using object-oriented principles. The course will cover recursion, linked lists, queues, stacks, trees, graphs, hashing structures, and Big O notation for describing the performance or complexity of algorithms such as sorting and searching.

Skills gained: coding abstractions, working knowledge of the core existing algorithms and data structures; analysis of algorithms and critical thinking about implementations.

Prerequisite: CS 1B, MTH 120 or consent of the constructor

CS 125 - Computer Systems and Networks (3)

The course objectives include learning about computer network organization and implementation, which focuses on obtaining a theoretical and practical understanding of data communication and computer networks. The course includes topics on operating systems, Internet, network security, cloud

computing, supercomputing, and network protocols.

Prerequisite: CS 1A, CS 9

CS 150 - Software Engineering (3)

This course focuses on the practical aspects of software development. The students will learn how to translate problems into software, build better interfaces so users can easily use the program, perform testing to make sure the program is correct, maintaining version control (e.g., Github), running the code of your classmates, and writing user manuals. The course relies on teamwork and interdisciplinary projects that combine various techniques you mastered in other courses.

Prerequisite: CS 1B

CS 170 - Web Engineering & Mobile Applications (3)

This course introduces some necessary skills for programming/maintaining Web pages, and developing mobile applications. Topics will include (static/dynamic) page design, accessibility issues, and interactive Web page and Web site development. Focus will be given to client-side programming languages such as HTML and JavaScript, and Internet protocols. The students will also learn how to create a simple mobile app/game that can be run on an Android phone.

Tools: HTML, JavaScript, Android studio

Prerequisite: CS 1B

CS 187 - IT/CS Internship (1-3)

The internship will involve either getting acquainted with the IT system at the media center at MSMU, doing a CS research internship depending on availability, helping with organizing events such as robotics and coding workshops, or lab assistance (such as tutoring, helping with practical sessions). Students should ask their CS minor advisor what kind of internship is available for them.

CUL - Culture

CUL 11 - Academic Communication Skills (3)

Level 1. This course emphasizes the four English communication skills to enhance students' performance in the higher education academic world. A strong oral component with discussions and presentations is included.

CUL 12 - Multicultural Communities in Los Angeles (3)

Level 1. In this course, the students experience multicultural communities in Los Angeles and practice intercultural oral, written and research skills.

CUL 13 - Academic Writing Skills (3)

Level 2. Students will focus on writing original academic research papers.

CUL 16 - Intercultural Perspectives in the United States (3)

Level 2. Students increase their awareness and understanding of the people who live in different parts of the United States. Projects demonstrate their English oral and written skills, and include travel study.

CUL 50 - Variety of Topics (1.0-4.0)

Culture 50 explores special cultural studies topics. The content will vary and will be defined each time the course is offered. This course may be repeated for credit if the content is different.

CUL 94 - Study Travel (3)

Pre-travel lectures and readings, as well as guided tours in the country, serve as basis for a study/travel program, with each participant developing a project related to the travel experiences. May be repeated for credit.

CUL 107A - Theory and Practice of Culture (3)

This course addresses the growing domestic and global necessity for understanding and communication across cultural boundaries. This is a theoretical and practical approach to gain global awareness and understanding of cultural differences as well as similarities. Conducted in English.

CUL 107B - Intercultural Communication (3)

Cultural factors in interpersonal communication, such as perception, roles, language codes, and nonverbal communication. Students will apply and evaluate theories of intercultural communication, including examples of fiction, non-fiction narratives, and films.

CUL 108 - World Literature in Translation (3)

This course explores major trends in world cultures through selected short stories and novels in translation from the 19th and 20th centuries. Conducted in English.

CUL 110 - Culture Through Films (3)

In order to gain global awareness and understanding, this course will examine diverse world cultures through a selection of documentaries and films. Conducted in English.

CUL 111 - Academic Communication Skills (3)

Level 1. This course emphasizes the four English communication skills to enhance students' performance in the higher education academic world. A strong oral component with discussions and presentations is included.

CUL 112 - Multicultural Communities in Los Angeles (3)

Level 1. In this course, the students experience multicultural communities in Los Angeles and practice intercultural oral, written and research skills.

CUL 113 - Academic Writing Skills (3)

Level 2. Students will focus on writing original academic research papers.

CUL 114 - Faces of Spirituality (3)

With the heritage of the CSJ in mind, the focus of this course will be to survey a selection of world cultures and to gain an understanding of how different cultures approach spirituality. Conducted in English.

CUL 115 - Language and Culture (1.0-1.5)

This course explores diverse aspects of a selection of cultures through their portrayal in popular culture (film, television, arts, literature, music, Internet, food, fashion, etc.). Students will understand the role of language in shaping the identity of a nation and its influence in history and globalization. In addition to these goals, contemporary issues, youth culture, traditions and national image/values depicted through various means of popular culture will be examined. Conducted in English.

CUL 116 - Intercultural Perspectives in the United States (3)

Level 2. Students increase their awareness and understanding of the people who live in different parts of the United States. Projects demonstrate their English oral and written skills, and include travel study.

CUL 117 - Women's Literature in Translation (3)

This course explores the similarities and differences in women's conditions, aspirations and accomplishments as seen through literature written by women from around the globe.

CUL 119 - Culture Through the Artist's Eyes (3)

This course will develop an understanding and appreciation for culture as expressed through art and for the creative process in different fields, from painting, sculpture, and dance, to film, music, literature, and poetry.

CUL 120 - American-Chinese Encounters China Chinese in America (3)

Through reading and discussion of fiction and non-fiction, students will explore similarities and differences in cultural outlooks of contemporary Chinese and Americans. This is a hybrid class, and you will have the opportunity to interact online with students from Nanjing University as an integral part of the course. This is a unique class which will allow you to explore contemporary outlooks and attitudes of both Chinese and Americans about education careers, families and much more.

CUL 121 - Dance in Culture (3)

This course will explore dance across cultures and times.

CUL 122 - Manners to Morals: An Anthropological Study of Society and Culture (3)

The distinction between manners and morals is often overlooked to the detriment of our ability to communicate, understand, appreciate and forgive each other. In this course we shall examine agreeable pleasures that are directed by manners, the rules of which are determined locally in social groups. In addition, we shall examine moral principles to see if they can be extended universally to our global culture. Finally, we shall compare and contrast the two manners and morals, to see if recognizing the division might result in less conflict and greater harmony for our often raucous and malicious humanity.

CUL 123 - Asian Art (3)

This lecture course is a survey of 5 000 years of the art of India, China, Japan and Korea. Lectures, slides, films and readings provide a contextual framework for understanding the material.

CUL 124 - Issues in Popular Culture (3)

This course examines contemporary issues in the globalization of popular culture and its impact on different societies around the world.

CUL 150 - Variety of Topics (1.0-4.0)

Culture 150 explores special cultural studies topics. The content will vary and will be defined each time the course is offered. This course may be repeated for credit if the content is different.

CUL 194 - Study Travel (3)

Pre-travel lectures and readings, as well as guided tours in the country, serve as basis for a study/travel program, with each participant developing a project related to the travel experiences. May be repeated for credit.

ECO - Economics**ECO 1 - Microeconomics (3)**

An exploration of the economic affairs of industries and the individual business firm. This course introduces the price system, the law of supply and demand and economic analysis of individual markets such as labor or international trade. GE 5B.

ECO 2 - Macroeconomics (3)

An introductory analysis of the aggregate economic system. This course discusses methods of recording and determining gross national product employment, price stability, fiscal and monetary policy. GE 5B.

ECO 44 - Personal Finance (3)

Emphasis on the principles underlying financial security and investment planning, the study of credit institutions, the stock market, and home buying through special projects and experiences in the field. Does not count as an upper level business requirement for Business students.

ECO 112 - World Economic History (3)

This course will offer a unified explanation for the growth of Western Europe from AD 900 to 1900 with particular emphasis on the evolution of economic institutions. These institutions include property rights, banking and credit, public finance, forms of business organizations and wage labor. Also HIS 112/112H. (Formerly Economic History of Europe)

ECO 123 - Travel and Study Abroad (3)

This course is designed to acquaint participants with the business, historical, cultural, and social environments of the countries visited. Visits will be arranged to business organizations as well as with government officials connected with economic and business development. Areas visited may include South America, China or East Asia. The class can be repeated for credit. Also BUS 123.

ECO 144 - Personal Finance (3)

Emphasis on the principles underlying financial security and investment planning, the study of credit institutions, the stock market, and home buying through special projects and experiences in the field. Does not count as an upper level business requirement for Business students.

ECO 193 - Selected Problems (1.0-3.0)

Courses, workshops, seminars, or directed readings. May be repeated for credit.

ECO 195 - International Economics (3)

The general principles of international regulations and trade, the problems of developing countries and theories of growth and development progress toward economic integration and cooperation in Europe, Latin America and Africa. GE 5C.

EDU - Education**EDU 31 - Introduction to Early Childhood Education: Profession and Programs (3)**

A study of the history, scope, and current philosophies of programs for young children. Observations in a variety of local early childhood programs, and exploration of the education and licensing requirements for such programs. Ethical and value issues in working with children and their families, as well as the importance of becoming an advocate for upgrading the profession and improving the quality of children's services, are stressed.

EDU 32 - Early Childhood Education: Observation And Curriculum Planning (3)

Introduction and use of alternative formats for recording observations of children. Use of observational data and portfolios to diagnose children's interests, developmental levels, and learning needs. Review of basic principles of child development and their application in the early childhood curriculum. Opportunities to create environments that enhance cultural pluralism. Includes opportunity for observation and participation in an early childhood setting. Prerequisite: Departmental approval.

EDU 33 - The Visual and Performing Arts for the Young Child (3)

A study of the visual arts (basic concepts theories, and techniques), music (singing, listening and improvisational activities), theatre arts (creative drama, role playing, improvisation and story enactment). Art Course Supplies fee.

EDU 35 - Language and Literacy Development in the Young Child (3)

An in-depth study of the acquisition and development of language and emergent literacy from birth through age 8. Vygotsky's theory of cognitive development and its relationship to the language arts will be studied. Children's literature will be surveyed, with an emphasis on winners of the Caldecott Award. The course will encompass how to choose books and ways to integrate them into the preschool curriculum.

Prerequisite: PSY 12 or PSY 13 or PSY 15

EDU 36 - Emergent Math and Science Experiences in The Preschool Classroom (3)

An exploration of ways to enhance children's natural interest in mathematics and their disposition to use it to make sense of their physical and social worlds. Students will also learn to create preschool science programs based on the premise that young children develop science knowledge as they observe and act on the world ask questions, make predictions, test those predictions, and reflect on their experience. Piaget's theory of cognitive development will be studied in detail.

EDU 37 - Infant and Toddler Development and Care (3)

This course presents an in-depth study of infant and toddler development. The principles of infant and toddler care-giving with an emphasis on the environment and appropriate learning activities will be explored. Health, safety, nutrition, and parent relations will also be discussed. Observation of infants and toddlers and programs for them is required. Prerequisite: EDU 32 (p. 276) or EDU 132 (p. 279): Early Childhood Education: Observation and Curriculum Planning.

Prerequisite: EDU 32 or EDU 132

EDU 39 - Supervised Field Work: Preschool (6)

Instruction of children in an early childhood setting under the direction of a master teacher. Conferences with teachers and supervisors accompany this work. Weekly seminars include methods of curriculum planning and child guidance, as well as content related to children's health, safety, and nutrition. Prerequisite: Departmental approval. This course is taken for CR/NC.

EDU 99 - Special Studies (0.5-3.0)

May be repeated for credit.

EDU 100 - Introduction to Liberal Studies/Subject Majors and the Undergraduate Concurrent Program of Undergraduate Teacher Preparation (1)

This course provides an introduction to the study of the liberal arts and sciences and to the Concurrent Program of Teacher Preparation. Students consider the interrelationships among subject matter areas and the essential connection between subject matter preparation and pedagogy (methods of teaching and assessment of learning). Additional program themes include technology, leadership, and diversity, equity, and inclusion. Other topics include the philosophy and goals of the Concurrent Program of Teacher Preparation and the California Content Specifications for the candidates' subject area. Also introduced and explained are the standards required to meet the Elementary Subject Matter Waiver

Program requirements as well as the final assessments which make up the program's culminating portfolio, or capstone. Credit/No Credit.

EDU 101 - Exploration of Liberal Studies (1)

This seminar provides 1) an introduction to an emphasis identified as part of the Liberal Studies Major and 2) a continuing focus on the program of study in relation to topics introduced in EDU 100, the six themes that make up the Liberal Studies program and the *Liberal Studies Portfolio*. Students focus on: (a) the coherent relationship among the courses required for the major, (b) teaching (pedagogy) and learning (assessment), (c) teachers as leaders, (d) the role of technology in society and of ethical issues surrounding the impact of technology, (d) an understanding of diversity, equity, and inclusion, and e) the scope of learning required to complete the Elementary Subject Matter Waiver Program. Credit/No Credit. Prerequisite: Successful completion of EDU 100.

Prerequisite: Successful completion of EDU 100.

EDU 102 - Integrative Seminar in Liberal Studies (1)

Culminating, capstone course required to complete the liberal studies major if part of the undergraduate concurrent program of teacher preparation. Students examine the relationships among the disciplines included in their program of study, synthesize major themes, and compare forms of inquiry. Requirements for the Elementary Subject Matter Waiver program are reviewed. A portfolio, capstone project is required. Credit/No credit. Prerequisite: Successful completion of EDU 101.

Prerequisite: Successful completion of EDU 101.

EDU 103 - Hospital Child Care (3)

This course will introduce students to the components of a child life specialist career. It is taught by a Certified Child Life Specialist and meets the requirements of the Child Life Certifying Committee (CLCC) for students to be eligible to take the Child Life Certification Exam (to be eligible to take exam, must have completed 10 courses in related subject, including this course.) This course includes the following areas of study: child life documents, scope of practice impact of illness, injury and health care on patients and families, family-centered care therapeutic play, preparation, and cultural perspectives. Prerequisite: PSY 12. (May be cross-listed with SOC 199)

Prerequisite: Take PSY 012

EDU 104 - Transformative Science in Schools (2)

This course is designed to support future science teachers in developing a transformative identity around science

instruction. Using a framework that builds on the idea that teachers must begin with themselves, students in the course develop a self-awareness of how their intersecting identities shape their relationship to science. This self-awareness is then used to consider how science teachers can create a classroom environment infused with restorative principles that support students' social emotional wellness. This includes integrating justice and science standards in the curriculum, exploring the content through the lens of restorative practices, and applying these principles in their classrooms. Fall only. Graded course.

EDU 105 - Language and Power in Schools (3)

This course raises questions about how language is used in schools as a tool to empower or disempower. Designed as a workshop/lab that includes community fieldwork, the course provides students an opportunity to cultivate the oral and written communication skills necessary to advocate for children. Its purpose is to provide community members, parents, and future teachers with practical knowledge and skills that support effective communication with students, parents, principals, and district leaders. Topics explored include: critical pedagogy, verbal and non-verbal communication, personal communication styles, "both/and" thinking, dialects of English, Standard English, communicating when in a power position, communication for collaboration, and communicating with people in power. GE 6A when linked with ENG 102 or GE 5B.

EDU 106 - School and Society (2)

The course explores major concepts and principles regarding the historical and contemporary purposes, roles and functions of formal education in United States society. We will examine three primary areas: the social and cultural conditions of K-12 schooling, especially as it relates to equality of school environments, civil rights in schools, social and economic inequality, federal legislation, and standardized testing; the role of educators in ensuring that classrooms provide a safe, inclusive learning environment with high standards for all students, regardless of background and life experience; and the context, structure, and history of public education in California and how it affects and influences state, district, and school governance as well as state and local education finance. (Often cross-listed with EDU 206)

EDU 107 - Teaching English Learners (1.5)

This course is designed to provide general education and education specialists with a foundational background in applied linguistics as it relates to K-12 instruction with applications for reading instruction and language development for students with limited English proficiency and students with language learning disabilities. Topics to be covered include the structure of English, linguistic variation,

language development in first- and second-language learners, disorders of language development, and implications for creating classroom environments that promote language development. (Often cross-listed with EDU 207)(Submission of Certificate of Clearance is required for eligibility to complete this course due to the fieldwork component.)

EDU 108A - Intro to Exceptional Learners (1.5)

Candidates will gain knowledge about the federal and state legal requirements for the students with special needs. Candidates will learn to use assessments, design curriculum and respond effectively by demonstrating differentiated teaching methods of intervention relative to the core academic curriculum. (Often cross-listed with EDU 208A)(Submission of Certificate of Clearance is required for eligibility to complete this course due to the fieldwork component.)

EDU 108B - Responsive Teaching for All Learners (1.5)

Candidates apply the principles of learning to assess student abilities and inabilities. Once identified, candidates match interventions that assist struggling students and enhance their ability to learn and perform effectively. Higher order thinking skills are applied to instructional content and candidates learn to build constructive relationships with all students within the practice of a cooperative learning environment. (Often cross-listed with EDU 208B)

EDU 109A - Instructional Cycle I Seminar (0.5)

Instructional Cycle I focuses on getting to know students' assets and needs and using that information for instructional planning. Candidates will be asked to demonstrate how they use knowledge of their students and instructional strategies, including developing academic language, implementing educational technology, monitoring student learning, and making appropriate accommodations and/or modifications during the teaching of a lesson to meet individual student needs. In addition, they will demonstrate how they establish a positive learning environment and provide social and emotional supports through interactions with students. Taken concurrently with supervised teaching.

EDU 109B - Instructional Cycle II Seminar (0.5)

Instructional Cycle II focuses on assessing, during instruction, student learning and using multiple assessment outcomes to plan for and promote learning for all students. In this instructional cycle, for one class of students, candidates will use what they know about their students and learning context to plan and teach an instruction and assessment sequence based on California state standards and/or curriculum frameworks or equivalent and provide feedback to students about the qualities of their performance for two types of assessment: 1) informal—monitoring of

student learning and adjusting instruction while teaching to maintain active engagement in learning and 2) formal—collecting and analyzing student assessment data to plan and modify further instruction. Taken concurrently with supervised teaching.

EDU 110 - Supervised Teaching Culminating Seminar (3)

This course is the final seminar in the Elementary, Secondary, and Education Specialist Teacher Preparation Programs. Taken concurrently with the supervised teaching fieldwork, if required, it provides candidates with a culminating weekly forum for discussion reflection, and goal setting toward developing professionalism as a teacher. Topics that address assessment, curriculum differentiation, the IEP process, effective use of technology, dealing with suspected child abuse, and continued development of professional ethics are geared toward creating a more supported academic learning environment, higher academic achievement, and to assist candidates with classroom management. Course activities will extend candidates' understanding of key concepts and principles in the California Standards for the Teaching Profession and allow candidates to demonstrate competence on the Teaching Performance Assessment. Elementary, secondary and special education students enroll in separate sections of EDU 110. Beginning Spring 2014 candidates will take EDU 110 (3 units) to satisfy requirements met in this course. (Often cross-listed with EDU 210)

EDU 111 - CSET Multiple Subjects Math Prep (0)

This course will review the math content for the Multiple Subjects CSET test required for the preliminary credential. Students will take a pre-assessment, followed by targeted review of the elementary math concepts needed to pass the exam. Specific test taking strategies will be introduced and practiced.

EDU 116A - Supervised Teaching: Pre-Service Elementary Fieldwork (4)

(Additional fieldwork fee) Fall or Spring at MSMU approved site.

EDU 116B - Supervised Teaching: Pre-Service Elementary Fieldwork (4)

(Additional fieldwork fee) Fall or Spring at MSMU approved site. Supervised teaching is designed as the culminating experience in the teacher preparation program and provides opportunities for the candidate to integrate and refine the many competencies acquired throughout the program. The goal of supervised teaching is to ensure that the candidate is prepared to assume the full-time responsibilities of a classroom. In EDU 116A and EDU 116B the student

assumes the responsibilities of the classroom teacher and is under the direct supervision of an experienced and effective teacher and a university supervisor at MSMU (see Option I, in the Supervised Teaching section). The supervised teaching involves two assignments, each spanning one-half of the semester in two schools, and at two grade levels (primary and intermediate). Students register for EDU 116A for the first assignment and for EDU 116B for the second assignment. Full-time teaching is required along with participation in the seminar (EDU 123 or EDU 110). The student must have access to daily transportation to the fieldwork site.

EDU 117 - Student Teacher Support (1)

Student teaching support is designed as an undergraduate companion course to student teaching and provides opportunities for the candidate to discuss the success and challenges of student teaching with a supportive teacher or retired teacher. The goal of student teaching support is to ensure that the candidate makes full use of the student teaching experience in preparation for a career as a K-12 public school teacher. Concurrent enrollment in EDU 116A, EDU 116B, EDU 164A, or EDU 164B is required.

Prerequisite: Concurrent enrollment in EDU 116A, EDU 116B, EDU 164A, or EDU 164B is required.

EDU 123 - Supervised Teaching Culminating Seminar (2)

This course is the final seminar in the Teacher Preparation Program. Taken concurrently with the supervised teaching fieldwork, if required, it provides a culminating forum for discussion, reflection, and goal-setting toward developing professionalism as a teacher. Course activities will extend candidates' understanding of key concepts and principles in the California Standards for the Teaching Profession and allow candidates to demonstrate competence on the Teaching Performance assessment. Elementary, secondary, and special education students enroll in separate sections of EDU 123. The last semester this course will be offered will be Fall 2013. Beginning Spring 2014, candidates will take EDU 110 (3 units) to satisfy requirements met in this course. (Often cross-listed with EDU 323 or 210).

EDU 132 - Early Childhood Education: Observation And Curriculum Planning (3)

Introduction and use of alternative formats for recording observations of children. Use of observational data and portfolios to diagnose children's interests, developmental levels, and learning needs. Review of basic principles of child development and their application in the early childhood curriculum. Opportunities to create environments that enhance cultural pluralism. Includes opportunity for observation and participation in an early childhood setting. Prerequisite: Departmental approval.

EDU 133 - The Visual and Performing Arts for the Young Child (3)

A study of the visual arts (basic concepts theories, and techniques), music (singing, listening and improvisational activities), theatre arts (creative drama, role playing, improvisation and story enactment). Art Course Supplies fee.

EDU 135 - Language and Literacy Development in the Young Child (3)

An in-depth study of the acquisition and development of language and emergent literacy from birth through age 8. Vygotsky's theory of cognitive development and its relationship to the language arts will be studied. Children's literature will be surveyed, with an emphasis on winners of the Caldecott Award. The course will encompass how to choose books and ways to integrate them into the preschool curriculum.

Prerequisite: PSY 12 or PSY 13 or PSY 15

EDU 136 - Emergent Math and Science Experiences in The Preschool Classroom (3)

An exploration of ways to enhance children's natural interest in mathematics and their disposition to use it to make sense of their physical and social worlds. Students will also learn to create preschool science programs based on the premise that young children develop science knowledge as they observe and act on the world, ask questions, make predictions, test those predictions, and reflect on their experience. Piaget's theory of cognitive development will be studied in detail.

EDU 137 - Infant & Toddler Development and Care (3)

This course presents an in-depth study of infant and toddler development. The principles of infant and toddler care-giving with an emphasis on the environment and appropriate learning activities will be explored. Health, safety, nutrition, and parent relations will also be discussed. Observation of infants and toddlers and programs for them is required.

Prerequisite: EDU 32 (p. 276) or EDU 132 (p. 279): Early Childhood Education: Observation and Curriculum Planning.

Prerequisite: EDU 32 or EDU 132

EDU 138A - Organization and Administration of Early Childhood Education Programs: Program Development and Curriculum (3)

Various program structures and curricula will be examined together with administrative styles relevant to the operation of early childhood education programs. Development and implementation of appropriate curricula will be stressed as will environmental planning. Course will partially fulfill

administrative requirement for Child Development Director Permit.

EDU 138B - Organization and Administration of Early Childhood Education Programs: Financial and Legal Aspects (3)

Examination of various funding and legal requirements in the operation of early childhood programs with special focus on budgeting staffing, licensing and compliance with Federal and State requirements. Course will partially fulfill administrative requirement for Child Development Director Permit.

EDU 150 - Elementary Instruction: Theory and Practice (3)

This course is designed to provide growth in effective instructional and management methods within the context of a diverse society. It is the introductory professional preparation course for the Elementary Teacher Preparation Program. Using an interactive and collaborative format, teacher candidates will examine current theory and discuss and practice ways to create positive learning environments for all children, including those learning English. Candidates will learn to use a variety of teaching strategies that support multiple learning styles, different lesson plan formats, and to self-assess their teaching practice. Candidates will also examine their own life experiences and how they influence their teaching philosophy. Candidates will have an opportunity to expand their teaching and management skills through focused observations and participation in an MSMU Teacher Center classroom where the educators are familiar with current instructional theory and practice. If the candidate is already teaching, he/she will also learn ways to look more deeply at his/her own practices. Course meetings will model and utilize effective learning techniques as well as subject-specific pedagogy for teaching Physical Education and Health in relation to the California Content Standards and Frameworks. The course goal is to extend candidates' abilities to make decisions that are appropriate for a diverse student population where many are just learning English. Note: On-site school observations require weekly visits of 1-2 hours during the instructional day as well as travel time to and from the fieldwork site. Candidates must have access to transportation to the fieldwork site. (Starting Fall 2012 - Requires concurrent enrollment with EDU 107 and EDU 108A) (Often cross-listed with EDU 250) (Submission of Certificate of Clearance is required for eligibility to complete this course due to the fieldwork component.)

Prerequisite: Starting Fall 2012 - Requires concurrent enrollment with EDU 107 and EDU 108A.

EDU 151 - Typical and Atypical Child and Adolescent Development (1)

Candidates establish a basic understanding of the stages for human development ranging from prenatal through adulthood and the atypical factors that may influence or disrupt the learning stages throughout a lifetime. Numerous disabilities commonly seen in schools, social cultural and personal influences are associated with the common consequences of atypical development. Candidates learn to effectively construct interventions for resiliency and redevelopment, for both the subject and their families. (Often cross-listed with EDU 251A)

EDU 152 - Diversity and Schools (1.5)

This course is designed for teacher candidates to explore the role that culture plays and has played in our lives, classrooms, city and country. Students analyze the nature and manifestations of culture, the concepts of cultural contact, and the history of cultural diversity in the United States and California. The dynamics of prejudice are studied, and emphasis is placed on delineating curriculum and practices that honor, motivate, and empower all students. Examination of personal biases and identification of areas of deficient knowledge is encouraged. Use of the Los Angeles community as a powerful resource will be explored.

EDU 154 - Mathematics and Science: Elementary Curriculum (3)

This course examines mathematics and science concepts and theories and their application in teaching. A major focus is on constructivist learning and inquiry and related instructional methods and assessment procedures. Concrete manipulative materials critical to the learning of mathematics and science are used throughout the course. Emphasis is placed on both individual and group participation as well as differentiated instruction for a range of students from struggling to gifted. Note: Observation and participation in exemplary mathematics and science learning environments plus travel time is required. Registration for EDU 154 requires conditional acceptance into the Teacher Preparation Program. Candidates must have access to transportation to the fieldwork site. Prerequisite: EDU 150. (Often cross-listed with EDU 254)

Prerequisite: Take EDU 150

EDU 154L - Mathematics and Science Instruction Lab (1)

This lab involves approximately 50 hours of observation and participation at a school site arranged by MSMU faculty. Travel time is required. Co-requisite: Concurrent enrollment in EDU 154. Spring and Fall. Credit/No Credit.

EDU 155 - Social Science and the Arts: Elementary Curriculum (3)

This course is a professional preparation course for the teaching of history-social science and the visual and performing arts in elementary classrooms. Central to the course are the concepts and skills required for the effective planning and teaching of social studies and the arts in relation to the California Content Standards and Frameworks. Credential candidates' study will include recognizing the scope and sequence of curricula, the use of technology and community resources, and understanding the knowledge, skills, and values that can be gained through these disciplines. Candidates use backward design to create an original curriculum unit in which integration between the social sciences and the arts is a primary focus. Varied instructional strategies, multiple means of assessment, and support for all learners including those learning English will be addressed. Note: Observation and participation in community instructional settings plus travel time is required. Candidates must have access to transportation to the fieldwork sites. Prerequisites: EDU 150 and official acceptance in the Elementary Teacher Preparation Program with a passing CBEST score. (Often cross-listed with EDU 255)

Prerequisite: EDU 150 and official acceptance in the Elementary Teacher Preparation Program with a passing CBEST score.

EDU 156 - Language and Literacy: Elementary Curriculum (3)

This course focuses on the elements of language and literacy learning in the elementary grades and methods for teaching a comprehensive balanced literacy program to the full range of learners, which includes, but is not limited to struggling readers, students with special needs English learners, speakers of non-standard English, and advanced learners. Current theoretical and practical aspects of language arts curriculum and instruction will be learned. These include systematic, explicit instruction and strategies for developing a comprehensive balanced literacy program for native English speakers and English language learners assessment skills necessary for helping individual students, and exploring appropriate materials. Methods and principles for developing proficient readers and writers and for analyzing students' strengths and areas of needed growth will be studied and practiced. Collaborative methods and inclusive practices will be implemented through a co-teaching model by Education Specialist and General Education faculty. Note: Fifteen hours of focused observations and participation (plus travel time) are required in an exemplary elementary school classroom during language arts instruction. Candidates must have access to transportation to the fieldwork site. Prerequisites: EDU

150, EDU 107, EDU 108A, and official acceptance in the Elementary Teacher Preparation Program with a passing CBEST score. (Often cross-listed with EDU 256)(Submission of Certificate of Clearance is required for eligibility to complete this course due to the fieldwork component.)

Prerequisite: EDU 150, EDU 107, EDU 108A, and official acceptance in the Elementary Teacher Preparation Program with a passing CBEST score.

EDU 156L - Language and Literacy Instruction Lab (1)

This lab involves approximately 50 hours of observation and participation at a school site arranged by MSMU faculty. Travel time is required. Co-requisite: Concurrent enrollment in EDU 156. Fall only. Credit/No Credit.

EDU 164A - Supervised Teaching: Pre-Service Secondary Fieldwork (4)

(Additional fieldwork fee) Fall or Spring at MSMU approved site.

EDU 164B - Supervised Teaching: Pre-Service Secondary Fieldwork (4)

(Additional fieldwork fee) Fall or Spring at MSMU approved site. Supervised teaching is designed as the culminating experience in the teacher preparation program and provides opportunities for the candidate to integrate and refine the many competencies acquired throughout the program. The goal of supervised teaching is to ensure that the candidate is prepared to assume the full-time responsibilities of a classroom. In EDU 164A and EDU 164B the student assumes the responsibilities of the classroom teacher and is under the direct supervision of an experienced and effective teacher and a university supervisor (see Option I, Supervised Teaching section). The supervised teaching involves two assignments each spanning one-half of the semester in two schools, and at two grade levels (middle school and high school). Students register for EDU 164A for the first assignment and for EDU 164B for the second assignment. Full-time teaching is required along with participation in the seminar (EDU 123 or EDU 110). The student must have access to daily transportation to the fieldwork site.

EDU 166 - Principles of Secondary Education and Content Area Modules (4)

The Principles of Secondary Education course is the initial professional preparation course in the Secondary Teacher Preparation Program. This course provides opportunities to assess student development and to design and deliver instruction informed by contemporary learning theory and research, practical experience, and inquiry. The role of the teacher is examined as one who assists student performance,

with special attention to the needs of adolescents, English learners, Special Needs students, and urban populations and settings. The course addresses numerous teaching strategies such as Socratic Method, Problem Based Learning, Cooperative Learning, and/or Literature Circles. Content Area Modules for each of the content areas are integrated into this course. These modules address content-specific instructional and curricular strategies. Each candidate is enrolled in his/her specific content area module and works with a Content Area Coach, a current expert teacher in that discipline. The coursework and fieldwork include multiple, systematic opportunities for candidates to understand and use instructional practices that promote English language development, including management of first and second languages, classroom organization, and participation by specialists and paraprofessionals. (Often cross-listed with EDU 266) Note: Approximately 15 hours of fieldwork in the Content Area Coach's classroom is required. Candidates must have access to transportation to the fieldwork site. (Submission of Certificate of Clearance is required for eligibility to complete this course due to the fieldwork component.)

EDU 167 - Principles of Secondary Curriculum And Content Area Modules (4)

Principles of Secondary Curriculum is a continuation of EDU 166 and focuses on the teacher as curricular decision-maker and instructional designer. Candidates deepen their knowledge of assessment of student development design and delivery of instruction, and educational equity. Candidates use backwards design to create longer connected learning sequences or units of instruction and develop performance assessments anchored in the California content standards for their discipline. Content Area Modules for each of the content areas are integrated into this course. These modules address content-specific instructional and curricular strategies. Each candidate is enrolled in his/her specific content area module and works with a Content Area Coach a current expert teacher in that discipline. (Often cross-listed with EDU 267.) Note: Approximately 15 hours of fieldwork in the Content Area Coach's classroom is required. Candidates must have access to transportation to the fieldwork site. Prerequisite: EDU 166. For undergraduates, official acceptance in the Secondary Teacher Preparation Program with a passing CBEST score. (Submission of Certificate of Clearance is required for eligibility to complete this course due to the fieldwork component.)

Prerequisite: Take EDU 166

EDU 168 - Content-Based Reading Instruction and Content Area Modules (4)

Content-Based Reading Instruction encompasses language and literacy development in secondary curricula and methods for enhancing that development with multiethnic, multilingual student populations. The interwoven nature of speaking, reading, writing, and listening in content area instruction will be explored, with emphasis on the importance of content-based discourse in the development of disciplinary understanding and critical thinking. Course content includes instructional and assessment strategies for students learning English as well as those with special needs. Beginning Fall 2013 the course will be co-taught with an instructor from the Education Specialist credential program and will model strategies for having multiple professionals in the classroom. Content Area Modules for each of the content areas are integrated into this course. These modules address content-specific instructional and curricular strategies. Each candidate is enrolled in his/her specific content area module and works with a Content Area Coach, a current expert teacher in that discipline. (Often cross-listed with EDU 268) Note: Approximately 15 hours of fieldwork in the Content Area Coach's classroom is required. Candidates must have access to transportation to the fieldwork site. Prerequisites: ENG 102, EDU 166, and EDU 167. (Submission of Certificate of Clearance is required for eligibility to complete this course due to the fieldwork component.)

Prerequisite: ENG 102, EDU 166, and EDU 167. (Submission of Certificate of Clearance is required for eligibility to complete this course due to the fieldwork component.)

EDU 171 - Assessment of Students With Special Needs (3)

Candidates learn the principles and methods of assessing students with disabilities and how the use of statistical data is applied to the legal and educational structures for eligibility of service, and the program planning and progress monitoring of student performance. Best practices and interventions are derived from formal and informal measurement results that account for various language/cultural, communication and cognitive abilities. Individual and group assessment results are processed and reported for data analysis and service design. (Enrollment requires program director approval in PERC notes.)

EDU 172 - Positive Behavior Supports for Students With Special Needs (3)

Candidates learn to apply implicit and explicit structures that create a positive classroom environment and constructive learning experiences for students requiring specific behavioral supports. The topics examined include the administration of legal and ethical processes and proactive interventions of social justice to address the construct of behavioral, emotional and social functions for the individual and the community. (This course is required for the ED and ASD Authorization)

EDU 178 - Program Leadership for Education Specialists (3)

Candidates will gain the comprehensive skills for program caseload management, curriculum planning and implementation, student transitions, promotion of advocacy, team coordination, family/community involvement, and professional training. Advanced level problem solving and program leadership is conceptualized through the practices of collaborative partnerships for: responsive teaching instruction, theory based intervention strategies, and the constructs of inclusion. (Enrollment requires program director approval in PERC notes.)

EDU 178B - Supervised Teaching: Pre-Service Special Education (4)

Fall or Spring at MSMU approved site. (Additional fieldwork fee) Supervised teaching is designed as the culminating experience in the teacher preparation program and provides opportunities for the candidate to integrate and refine the many competencies acquired throughout the program. The goal of supervised teaching is to ensure that the candidate is prepared to assume the full-time responsibilities of a classroom. In EDU 178B, the student assumes the responsibilities of the classroom teacher and is under the direct supervision of an experienced and effective teacher and a university supervisor (see Option I Supervised Teaching). The supervised teaching involves one-half of the semester in a special education setting for students with mild/moderate disabilities. Students register for EDU 178B for the second assignment. Full-time student teaching is required along with participation in the seminar (EDU 110). The student must have access to daily transportation to the fieldwork site.

Corequisite: EDU 110

EDU 179 - Supporting Students With Neurological Disorders (3)

Advanced level educators design and implement an educational program for students identified within the

paradigm of neurodevelopment or genetic disorders. Candidates learn to address the unique needs associated with motor abilities, sensory integration, cognitive processing, communications skills, behavior, and academic/social performance. Candidates gain the skills to supplement and coordinate the learning and functioning environments for student impairments and delays. (This course is required for the ASD Authorization.)

EDU 189 - Introduction to Child Development Major (0.5)

Students will be introduced to multi-disciplinary Child Development major. E-portfolio requirements will be reviewed as well as current topics in the field. Should be taken within 1 year after declaring the major.

EDU 190 - Current Issues & Research in Child Development (2.5)

Students will review Child Development major outcomes as reflected in e-portfolio. Literature review on Child Development issue will be required, with supporting data from statistical sampling. Capstone course - Should be taken during final year in the major.

EDU 191 - Child Development Practicum (3)

Applied work enhancing student understanding of the principles of child development in community settings. Field work must involve ongoing interactions with children under age 13 and/or their parents. Options include child care infant/toddler, preschool, school age recreational, hospital child life, special education, resource and referral, and child guidance settings. Prerequisite: PSY 113.

Prerequisite: Take PSY 113

EDU 196H - Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

EDU 199A - Special Studies (0.5-3.0)

May be repeated for credit. Prerequisite: Senior or graduate standing or consent of department.

EDU 199B - Special Studies (0.5-3.0)

May be repeated for credit. Prerequisite: Senior or graduate standing or consent of department.

EDU 200 - Research Methods (3)

This course includes a study of the various approaches to educational research including historical, qualitative, and quantitative. It is intended to develop facility in reading research articles and applying knowledge gained through research to one's own teaching practice and to issues of importance in education. The goals of this course are to

enable participants to: a) become an active participant in the community of professional educators, b) read and understand educational research and c) apply findings from educational research to their classroom/school administrator practice. Candidates prepare a review of the literature in an area of interest.

EDU 200A - Research Methods for Practitioners (2)

This course includes a study of the various approaches to educational research including historical, qualitative, and quantitative. It is intended to develop facility in reading research articles and applying knowledge gained through research to one's own teaching practice and to issues of importance in education. The goals of this course are to enable participants to: a) become an active participant in the community of professional educators, b) read and understand educational research and c) apply findings from educational research to their classroom/school administrator practice.

EDU 200C - Research Methods (3)

This course is an introduction to research methods with an emphasis on methods of reflective practitioner-directed inquiry. The course includes a focus on action research aimed at improvement of professional practice in leadership and teaching. The course also surveys quantitative methods and logic in the social sciences to prepare professionals to access and critically consume traditional research findings to support and extend their own inquiries. The political implications of traditional and practitioner driven research models are discussed. The course culminates in two capstone projects: 1) a research-supported explication of the student's personal pedagogy of practice, and 2) an action-research design project.

EDU 201 - Exploration of Research (1.5)

Exploration of Research provides students with the foundations needed to conduct research, more fully engage in academic writing, and improve their practices towards increasing student achievement. Through access, exposure explanation, and demonstrated understanding of the various approaches to and explanations of education research, students will develop facility in reading research articles and applying knowledge gained to their teaching practices and to issues of importance in education. (This course is generally taken in preparation for EDU 200.)

EDU 205 - Applied Technologies for Educators (2)

This course is an advanced seminar in which teachers study the pedagogical implications of technology in education and gain practical experience in integrating technology into classroom instruction. In addition to applying common software (such as word processing spreadsheets, database,

and multi-media) to achieve educational objectives, students will be engaged in projects utilizing current technology such as collaborative dialogue tools (email discussion groups), internet research, electronic portfolios, and distance learning. Course assignments require application of principles in the teacher's current teaching context.

EDU 206 - School and Society (2)

The course explores major concepts and principles regarding the historical and contemporary purposes, roles and functions of formal education in United States society. We will examine three primary areas: the social and cultural conditions of K-12 schooling, especially as it relates to equality of school environments, civil rights in schools, social and economic inequality, federal legislation, and standardized testing; the role of educators in ensuring that classrooms provide a safe, inclusive learning environment with high standards for all students, regardless of background and life experience; and the context, structure, and history of public education in California and how it affects and influences state, district, and school governance as well as state and local education finance. (Often cross-listed with EDU 106)

EDU 207 - Teaching English Learners (1.5)

This course is designed to provide general education and education specialists with a foundational background in applied linguistics as it relates to K-12 instruction with applications for reading instruction and language development for students with limited English proficiency and students with language learning disabilities. Topics to be covered include the structure of English, linguistic variation, language development in first- and second-language learners, disorders of language development, and implications for creating classroom environments that promote language development. (Often cross-listed with EDU 107)(Submission of Certificate of Clearance is required for eligibility to complete this course due to the fieldwork component.)

EDU 208A - Intro to Exceptional Learners (1.5)

In this introduction to the assessment and instruction of students who require a broader learning experience for success, candidates will become knowledgeable about available strategies and resources designed to assist the struggling student in demonstrating their ability to learn. Candidates will gain knowledge about the federal and state legal requirements for the students with special needs. Candidates will learn to use assessments, design curriculum and respond effectively by demonstrating differentiated teaching methods of intervention relative to the core academic curriculum. (Often cross-listed with EDU 108A)(Submission of Certificate of Clearance is required for eligibility to complete this course due to the fieldwork component.)

EDU 208B - Responsive Teaching for All Learners (1.5)

Candidates apply the principles of learning to assess student abilities and inabilities. Once identified, candidates match interventions that assist struggling students and enhance their ability to learn and perform effectively. Higher order thinking skills are applied to instructional content and candidates learn to build constructive relationships with all students within the practice of a cooperative learning environment. (Often cross-listed with EDU 108B)

EDU 209A - Instructional Cycle I Seminar (0.5)

Instructional Cycle I focuses on getting to know students' assets and needs and using that information for instructional planning. Candidates will be asked to demonstrate how they use knowledge of their students and instructional strategies, including developing academic language, implementing educational technology, monitoring student learning, and making appropriate accommodations and/or modifications during the teaching of a lesson to meet individual student needs. In addition, they will demonstrate how they establish a positive learning environment and provide social and emotional supports through interactions with students. Taken concurrently with supervised teaching.

EDU 209B - Instructional Cycle II Seminar (0.5)

Instructional Cycle II focuses on assessing, during instruction, student learning and using multiple assessment outcomes to plan for and promote learning for all students. In this instructional cycle, for one class of students, candidates will use what they know about their students and learning context to plan and teach an instruction and assessment sequence based on California state standards and/or curriculum frameworks or equivalent and provide feedback to students about the qualities of their performance for two types of assessment: 1) informal—monitoring of student learning and adjusting instruction while teaching to maintain active engagement in learning and 2) formal—collecting and analyzing student assessment data to plan and modify further instruction. Taken concurrently with supervised teaching.

EDU 210 - Supervised Teaching Culminating Seminar (3)

This course is the final seminar in the Elementary, Secondary, and Education Specialist Teacher Preparation Programs. Taken concurrently with the supervised teaching fieldwork, if required, it provides candidates with a culminating weekly forum for discussion, reflection, and goal setting toward developing professionalism as a teacher. Topics that address assessment, curriculum differentiation, the IEP process, effective use of technology, dealing with suspected child abuse, and continued development of professional ethics are geared toward creating a more

supported academic learning environment, higher academic achievement, and to assist candidates with classroom management. Course activities will extend candidates' understanding of key concepts and principles in the California Standards for the Teaching Profession and allow candidates to demonstrate competence on the Teaching Performance Assessment. Elementary, secondary and special education students enroll in separate sections of EDU 210. Beginning Spring 2014 candidates will take EDU 210 (3 units) to satisfy requirements met in this course. (Often cross-listed with EDU 110)

EDU 210I - Supervised Teaching Culminating Seminar (0.0-3.0)

This course section for interns, is the final seminar in the Elementary, Secondary, and Education Specialist Teacher Preparation Programs. Taken concurrently with the supervised teaching fieldwork, if required, it provides candidates with a culminating weekly forum for discussion, reflection, and goal setting toward developing professionalism as a teacher. Topics that address assessment, curriculum differentiation, the IEP process, effective use of technology, dealing with suspected child abuse, and continued development of professional ethics are geared toward creating a more supported academic learning environment, higher academic achievement, and to assist candidates with classroom management. Course activities will extend candidates' understanding of key concepts and principles in the California Standards for the Teaching Profession and allow candidates to demonstrate competence on the Teaching Performance Assessment. Elementary, secondary and special education students enroll in separate sections of EDU 210I. Interns enroll in the seminar for a variable number of units during each semester of their program, equivalent to 3 units total overall. Beginning Spring 2014 candidates will take EDU 210I (3 units) to satisfy requirements met in this course. (Often cross-listed with EDU 110 and EDU 210)

EDU 211 - CSET Multiple Subjects Math Prep (0)

This course will review the math content for the Multiple Subjects CSET test required for the preliminary credential. Students will take a pre-assessment, followed by targeted review of the elementary math concepts needed to pass the exam. Specific test taking strategies will be introduced and practiced.

EDU 213B - Healthy Environments for Student Learning (2)

This advanced course addresses major concepts and principles related to creating a supportive healthy environment for student learning. Teachers will investigate strategies for building a classroom climate of trust and

respect where students can develop positive social skills. They will practice means for working constructively with students, families, and community members to create safe school environments that respect the rights of all students. Course assignments require application of principles in the teacher's current teaching context.

EDU 225A - Assessment in Teacher Development (1)

This professional induction course teaches candidates about the use of self-assessment to analyze their competencies, set professional goals, and create a development plan for growth as an educator. Candidates will determine areas of professional growth utilizing an Individualized Professional Development plan, and show evidence of a personal context for teaching that supports practices related to those areas of growth. *Requires concurrent registration in EDU 325A*

EDU 225B - Professional Investigation I (1)

This professional induction course assists candidates in conducting an inquiry project on a self-selected area of growth and professional development as a teacher. Candidates will learn to design and implement a lesson for the purposes of assessing and developing teacher competencies. Candidates will set professional development goals that will extend into professional learning beyond the program. (Additional Induction Portfolio Mid-Program Evaluation Fee)

EDU 225C - Professional Investigation II (1)

This professional induction course assists candidates in conducting an inquiry project on a self-selected area of growth and professional development as a teacher. Candidates will learn to design and implement a lesson for the purposes of assessing and developing teacher competencies. Candidates will set professional development goals that will extend into professional learning beyond the program. Hybrid online. *Requires concurrent registration in EDU 325B*

EDU 225D - Portfolio Development and Analysis (1)

This professional induction course teaches candidates about the use of professional development portfolios to evaluate the setting and accomplishment of professional goals. Candidates will investigate the use of portfolios as evaluative tools and goal setting tools and finalize the professional portfolio begun in earlier induction coursework. Candidates will learn about teacher collaboration as a tool of professional development. (Additional Induction Portfolio Evaluation fee) Hybrid online.

EDU 226A - Teacher Assessment and Development (2)

This professional induction course teaches candidates about the use of self-assessment to analyze their competencies, set

professional goals, and create a development plan for growth as an educator. Candidates will determine areas of professional growth utilizing an individualized professional development plan and conduct an investigation regarding their personal context for teaching related to those areas of growth. (Additional Induction Portfolio Mid-Program Evaluation Fee)

EDU 226B - Professional Investigation and Reflection (2)

This professional induction course assists candidates in conducting an inquiry project on a self-selected area of growth and professional development as a teacher. Candidates will learn to design and implement a lesson for the purposes of assessing and developing teacher competencies. Candidates will set professional development goals that will extend into professional learning beyond the program. Hybrid Online. (Additional Induction Portfolio Evaluation fee)

EDU 233 - DHH: Multiple Perspectives (3)

This course provides an introduction to the education of children and youth with a hearing loss, ages birth to 22. It is designed to promote an understanding of the multiple perspectives in deaf education. Topic areas include the history of deaf education, current research, issues, and trends (e.g., Universal Design for Learning Principles, Positive Behavioral Support, English Language Learners, Autism Spectrum Disorders etc.), legal foundations (IDEA, ADA, etc.) professional resources and their application to today's child with a hearing loss.

EDU 234A - DHH: Auditory-Verbal Foundations (2)

This course provides a foundation in the research basis for the auditory-verbal approach to working with children with hearing loss, beginning with the theory of the acoustic basis of speech perception. The student will demonstrate knowledge of the major anatomical structures responsible for speech production, determine what speech sounds are accessible by evaluating an audiogram using knowledge of speech acoustics, categorize phonemes, and transcribe speech using the International Phonetic Alphabet.

EDU 234B - DHH: Auditory-Verbal Principles (3)

This course provides an introduction to theory and methods in developing and remediating speech and auditory skills in individuals with hearing loss from birth to age 22. The student will be able to assess and teach speech production and speech perception, through knowledge of the acoustic basis for speech. Daniel Ling's auditory-verbal methods of teaching speech and audition form the basis for the theoretical concepts and practical strategies to develop listening and spoken language used in the course.

EDU 234C - DHH: Auditory-Verbal Practicum (3)

This is an advanced course in auditory-verbal therapy, building on the theory and practice from the prerequisite courses, EDU 235A DHH: Auditory-Verbal Foundations, and EDU 235B DHH: Auditory-Verbal Principles. The goal of the course is to allow students to practice an auditory-verbal diagnostic teaching model with two or more children and their families over a course of several sessions. Students administer assessments in phonetic and phonologic speech receptive and expressive language, and auditory skills to children with hearing loss. From the assessments, students choose targets in each area write lesson plans, choose appropriate materials and integrate goals in each area into a content-based theme, using literature as a core. Parent skills are also assessed to plan for parent participation, guidance and education in the lab using adult learning theory principles and parent coaching models learned in previous courses.

EDU 235A - DHH: Early Intervention Theory (3)

This course provides theory and practical application in early intervention for teachers of children with hearing loss, birth to three years old. Topics include theories of adult learning principles, parent coaching, family-centered early intervention strategies, typical and atypical infant-toddler development, a variety of appropriate assessments, strategies for guiding parents in natural settings, as well as center-based programs, coordination of services for children with additional challenges including English Language learners and children with autism spectrum disorders, an understanding of participating in interdisciplinary teams, the ability to foster interagency collaborations, and skills to help families from diverse backgrounds. Students will demonstrate an understanding of the impact of a diagnosis of a very young child on the entire family. Students will demonstrate knowledgeable of current theory, practices and legal requirements (IDEA, IFSP, transition planning, etc.) to support families with infants and toddlers with hearing loss. This course also prepares students to participate in practicum activities in future coursework through observation in fieldwork hours.

EDU 235B - DHH: Early Intervention Practicum (3)

This course serves as the practicum component to EDU 235A DHH: Early Intervention Theory, which is a prerequisite to this course. Continuing with the theoretical discussions and observations of EDU 235A DHH: Early Intervention Theory, students gain hands-on experience assessing and teaching in both center-based and one-to-one settings with parents and infants and toddlers from diverse backgrounds including English Language Learners. Students integrate, plan, and apply their learning from a variety of courses into direct, guided interactions with parents and their

infants and toddlers. Children with multiple challenges, with different levels of hearing loss, children who are English Language Learners, and children who are using a variety of communication modes are included in the caseload of families who participate in this experience. Opportunities to work alongside and collaborate with experienced parent-infant teachers of the deaf, audiologists psychologists, occupational and physical therapists, and child development specialists are provided. Students meet regularly as a group and individually with the instructor for follow-up and evaluation of their videotaped sessions.

EDU 235C - DHH: Supporting Families (3)

Based on the theories and practice of psychologists Ken Moses and David Luterman, this course is designed to increase educators' knowledge about how to work with families who have a child with special needs, with emphasis on families who have a child with a hearing loss. Educators will demonstrate their knowledge and skills in supporting the grieving process through using specific counseling techniques. This course will include readings, class discussions lectures, demonstrations, role plays, an ethnographic case study of a selected family observation in parent support groups, parent guest speakers, parent mentors, students' written reflections about families' experiences, an understanding of the role of the teacher in perceiving and understanding these issues working collaboratively with families and issues relating to diversity.

EDU 236A - DHH: Audiology - Diagnostics (3)

This course will focus on development of an understanding of audiology as it relates to the child with a hearing loss. An introduction of anatomy and physiology will be followed by information on behavioral hearing testing of infants and young children and interpretation of audiograms. The fundamentals of objective tests such as tympanometry, otoacoustic emissions and auditory brainstem testing will also be presented with additional information on testing children with additional disabilities (ASD, etc.).

EDU 236B - DHH: Audiology-Amplification (3)

This course focuses on the development of an understanding of amplification as it relates to the child with a hearing loss. Candidates become familiar with the fitting, use and care of hearing aids, cochlear implants, auditory brainstem implants, and assistive listening devices. Issues related to classroom acoustics and wide-area listening systems are also discussed.

EDU 237A - DHH: Language in Early Childhood (3)

This course is designed to develop an understanding of the nature of language and how it develops in typically developing children and children with a hearing loss, ages birth to five years. The course explores the nature of

language what we understand about it, how the theoretical perspectives about language acquisition have changed over the years, and how these changes have influenced research and language programs for children with hearing loss. With this foundation the course covers theories that address the development of language in typical children including children learning two or more languages the descriptive data that outlines language processes and growth in very young children and how young children with hearing loss can acquire language in a developmental manner.

EDU 237B - DHH: Language in Learners 5-22 (3)

This course is an extension of EDU 237A DHH: Language in Early Childhood. The course examines and applies language development principles to school-age children with an emphasis on children whose hearing loss is late identified, or who are delayed in the development of a language system. Issues related to cultural differences bilingualism, assessment and planning as part of the IEP process, language acquisition in both special-day classroom and individual-therapy settings, transition into the mainstream and general education curriculum, outcomes related to sign language, cued speech, and the role of families will be discussed.

EDU 238A - DHH: Early Childhood Curricula (3)

This course develops students' understanding of educational theories as a basis for creating learning environments that best meet the needs of preschool children, 3 to 5 years of age including children with hearing loss. Students also develop an understanding of the service delivery system and various placements for preschool children with hearing loss.

EDU 238B - DHH: Early Childhood Practicum (2)

This course is the practicum companion to EDU 238A DHH: Early Childhood Curricula. This practicum develops the student's standard-based knowledge skills, and dispositions related to educational theories in creating learning environments that best meet the needs of preschool children, 3 to 5 years of age, including children with hearing loss. Candidates are responsible for creating and implementing early childhood curricular standards in the practicum setting based on the Reggio Emilia model of preschool education. The focus of the practicum experience is on curriculum instructional planning, and delivery that addresses the individual needs of students with hearing loss and typical hearing in early childhood settings. Theory, practice, and research are integrated into activities designed to provide education specialists with multiple strategies for working with students, parents, paraeducators and ancillary professionals in early childhood settings. This course stresses the implementation of individual educational plans (IEPs). Seminar time assists the student to prepare lesson plans and activities to implement during the practicum.

EDU 239A - DHH: Curricula for Learners 5-22 (3)

This course builds on students' knowledge of curriculum theories and strategies in the general education setting and their application to children and youth from diverse cultural and linguistic backgrounds who have hearing losses. Topics address learning theory and pedagogical knowledge for the purpose of helping children with hearing losses achieve standards in core areas of the curriculum, including language arts mathematics, social studies and science. Transition planning and resources for older children/youth is discussed. The course will focus on ways of supporting parents, general education teachers, paraprofessionals and other team members, including how to use community resources and technology to promote the development of children's learning and thinking.

EDU 239B - DHH: Practicum with Learners 5-22 (3)

This course is a practicum experience in teaching learners with hearing loss, age 5-22 in school settings. The focus is on a sequence of observations, applications, and evaluations of various pedagogical approaches in a variety of settings with children with hearing loss. The student plans instruction for a class based on state-mandated content area standards. Theory practice, and research are integrated into activities designed to provide DHH education specialists with a multiplicity of strategies and techniques for working with students paraeducators, general educators and ancillary professionals across the spectrum of education options. This course stresses the implementation of individual educational plans, including differentiation of learning for English Language Learners and children with multiple challenges. Seminar time allows for guidance and reflection on the practicum experience. (Additional fieldwork fee)

EDU 239BI - DHH: Practicum with Learners 5-22 (3)

This course is a practicum experience in teaching learners with hearing loss, age 5-22, in school settings for interns. The focus is on a sequence of observations, applications, and evaluations of various pedagogical approaches in a variety of settings with children with hearing loss. The student plans instruction for a class based on state-mandated content area standards. Theory practice, and research are integrated into activities designed to provide DHH education specialists with a multiplicity of strategies and techniques for working with students paraeducators, general educators and ancillary professionals across the spectrum of education options. This course stresses the implementation of individual educational plans, including differentiation of learning for English Language Learners and children with multiple challenges. Seminar time allows for guidance and reflection on the practicum experience.

EDU 240 - Curriculum Design and Evaluation (3)

This course prepares teachers to take leadership roles in curriculum and program design. Using principles of Understanding by Design, teachers will identify standards-based student outcomes and design curricula that will enable students to reach those academic goals. These curriculum design skills will be used to critically analyze and adapt existing curricula as well as design new curricula. Teachers will develop skills in formative and summative program evaluation to examine the effects of curriculum innovation on student performance and modify curricula based on those findings. Prerequisite: Two years teaching experience.

EDU 241 - Effective Practices for Coaching and Mentoring Teachers (3)

This course introduces teacher leaders to the philosophy and practices of effective coaching and mentoring systems. It is designed to equip teacher leaders with the theoretical understanding and practical skills necessary to coach and/or mentor both beginning and experienced teachers. Teacher leaders will examine the teaching and learning philosophies of leading educators, psychologists and theorists in order to influence teachers' decision-making processes, enhance understanding of their own and others' educational philosophies, and understand how these theories affect both pedagogy and student learning. Teacher leaders will focus on increasing knowledge and skills in Cognitive Coaching to assist colleagues in developing a cycle of reflective practice and improving their pedagogy. Prerequisite: Two years teaching experience.

EDU 242 - Creating Inclusive and Motivating Classroom Environments for All Students (3)

This course focuses on enhancing teachers' abilities to engage a diverse body of students including those often described as reluctant learners, marginalized, or at risk of failure within our school system. Teachers will develop their capacity to increase student motivation through an examination of various theories linked to practical applications. For example, using principles of critical pedagogy, teachers will link curriculum to issues students face in their daily lives. Strategies learned will include those aimed at helping students build self-determination as they take responsibility for and think critically about their learning. Teachers will hone their pedagogy to enhance teacher-student relationships, maximize learning opportunities through cooperative and collaborative learning, differentiate instruction, and create an environment where all students can be successful.

EDU 243 - Teacher Leadership in Professional Development (3)

Teacher leaders are often asked to develop professional development activities in their areas of expertise. This course will provide a foundation in the design of professional development programs and effective pedagogy for adult learners. Teachers will conduct a needs assessment to determine the professional development needs for their school in a particular area, design and implement a professional development program to address these needs, and evaluate the effects of the program on teaching skills and student outcomes. In addition, teachers will develop their presentation and publication skills. Prerequisite: Two years teaching experience.

EDU 244A - National Boards Preparation Seminar (2)

Taught by a National Board certified teacher, this two-semester seminar will guide teachers through the preparation for the completion of the portfolio and assessment requirements for National Board certification in their discipline area. Prerequisite: Preliminary Teaching Credential and two years of teaching experience.

EDU 244B - National Boards Preparation Seminar (1)

Taught by a National Board certified teacher, this two-semester seminar will guide teachers through the preparation for the completion of the portfolio and assessment requirements for National Board certification in their discipline area. Prerequisite: Preliminary Teaching Credential and two years of teaching experience.

EDU 245A - Formative Assessment Induction Portfolio Review (2)

Teachers participating in an Induction Program may submit their final formative assessment induction portfolio for review for up to four graduate credit units. The portfolio is reviewed for credit according to an evaluation rubric available from the Education Department. The portfolio may be submitted for evaluation up to one year after completion of an induction program. An evaluation fee is charged. Prerequisite: Acceptance in the Clear Teacher Preparation Program and participation in an approved Induction Program.

EDU 245B - Formative Assessment Induction Portfolio Review (2)

Teachers participating in an Induction Program may submit their final formative assessment induction portfolio for review for up to four graduate credit units. The portfolio is reviewed for credit according to an evaluation rubric available from the Education Department. The portfolio may be submitted for evaluation up to one year after

completion of an induction program. An evaluation fee is charged. Prerequisite: Acceptance in the Clear Teacher Preparation Program and participation in an approved Induction Program.

EDU 246 - Grant Writing for Classroom Resources (3)

Grant writing is often the only way to obtain much needed resources for classrooms, especially when implementing innovative curricula and programs. In this course, teachers will learn how to identify grant opportunities, design a project with defined student outcomes that meet the grant specifications, develop a budget, monitor grant implementation, and write a final grant report.

EDU 250 - Elementary Instruction: Theory and Practice (3)

This course is designed to provide growth in effective instructional and management methods within the context of a diverse society. It is the introductory professional preparation course for the Elementary Teacher Preparation Program. Using an interactive and collaborative format, teacher candidates will examine current theory and discuss and practice ways to create positive learning environments for all children, including those learning English. Candidates will learn to use a variety of teaching strategies that support multiple learning styles, different lesson plan formats, and to self-assess their teaching practice. Candidates will also examine their own life experiences and how they influence their teaching philosophy. Candidates will have an opportunity to expand their teaching and management skills through focused observations and participation in an MSMU Teacher Center classroom where the educators are familiar with current instructional theory and practice. If the candidate is already teaching, he/she will also learn ways to look more deeply at his/her own practices. Course meetings will model and utilize effective learning techniques as well as subject-specific pedagogy for teaching Physical Education and Health in relation to the California Content Standards and Frameworks. The course goal is to extend candidates' abilities to make decisions that are appropriate for a diverse student population where many are just learning English. Note: On-site school observations require weekly visits of 1-2 hours during the instructional day as well as travel time to and from the fieldwork site. Candidates must have access to transportation to the fieldwork site. (Starting Fall 2012 - Requires concurrent enrollment with EDU 207 and EDU 208A) (Often cross-listed with EDU 150) (Submission of Certificate of Clearance is required for eligibility to complete this course due to the fieldwork component.)

Prerequisite: Starting Fall 2012 - Requires concurrent enrollment with EDU 207 and EDU 208A.

EDU 251 - Child and Adolescent Development and Learning Across Cultures (3)

Analyzes learning for both typical and atypical development in children through adulthood and across cultures and explores the complementary and interdependent relationships of biology and culture. Historical and global comparisons will be made to contemporary Angelino children as well as to the educator's personal experience. Emphasis is placed on developing a personal philosophy of how we, as a society and as individuals, can work to give children healthy foundations that support growth and learning. The course addresses major laws, concepts and principles as they are associated to creating a supportive, healthy environment for students who may or may not experience a disability. Credential candidates study the intrinsic and extrinsic effects of student health and safety when learning how to access school and community resources in order to constructively meet the legal and individual needs of a student, their families and their community. Note: This course will begin to include the focus on atypical development and learning in Spring 2013.

EDU 251A - Typical and Atypical Child and Adolescent Development (1)

Candidates establish a basic understanding of the stages for human development ranging from prenatal through adulthood and the atypical factors that may influence or disrupt the learning stages throughout a lifetime. Numerous disabilities commonly seen in schools, social cultural and personal influences are associated with the common consequences of atypical development. Candidates learn to effectively construct interventions for resiliency and redevelopment, for both the subject and their families. (Often cross-listed with EDU 151)

EDU 252 - Diversity and Schools (1.5)

This course is designed for teacher candidates to explore the role that culture plays and has played in our lives, classrooms, city and country. Students analyze the nature and manifestations of culture, the concepts of cultural contact, and the history of cultural diversity in the United States and California. The dynamics of prejudice are studied, and emphasis is placed on delineating curriculum and practices that honor, motivate, and empower all students. Examination of personal biases and identification of areas of deficient knowledge is encouraged. Use of the Los Angeles community as a powerful resource will be explored.

EDU 254 - Mathematics and Science: Elementary Curriculum (3)

This course examines mathematics and science concepts and theories and their application in teaching. A major focus is on constructivist learning and inquiry and related

instructional methods and assessment procedures. Concrete manipulative materials critical to the learning of mathematics and science are used throughout the course. Emphasis is placed on both individual and group participation as well as differentiated instruction for a range of students from struggling to gifted. Note: Observation and participation in exemplary mathematics and science learning environments plus travel time is required. Candidates must have access to transportation to the fieldwork site. Prerequisite: EDU 250 (Often cross-listed with EDU 154)

Prerequisite: Take EDU 250

EDU 255 - Social Science and the Arts: Elementary Curriculum (3)

This course is a professional preparation course for the teaching of history-social science and the visual and performing arts in elementary classrooms. Central to the course are the concepts and skills required for the effective planning and teaching of social studies and the arts in relation to the California Content Standards and Frameworks. Credential candidates' study will include recognizing the scope and sequence of curricula, the use of technology and community resources, and understanding the knowledge, skills, and values that can be gained through these disciplines. Candidates use backward design to create an original curriculum unit in which integration between the social sciences and the arts is a primary focus. Varied instructional strategies, multiple means of assessment, and support for all learners including those learning English will be addressed. Note: Observation and participation in community instructional settings plus travel time is required. Candidates must have access to transportation to the fieldwork sites. Prerequisites: EDU 250. (Often cross-listed with EDU 155)

Prerequisite: Take EDU 250

EDU 256 - Language and Literacy: Elementary Curriculum (3)

This course focuses on the elements of language and literacy learning in the elementary grades and methods for teaching a comprehensive, balanced literacy program to the full range of learners which includes, but is not limited to struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners. Current theoretical and practical aspects of language arts curriculum and instruction will be learned. These include systematic, explicit instruction and strategies for developing a comprehensive, balanced literacy program for native English speakers and English language learners, assessment skills necessary for helping individual students, and exploring appropriate materials. Methods and principles for developing proficient readers and writers and for analyzing students'

strengths and areas of needed growth will be studied and practiced. Collaborative methods and inclusive practices will be implemented through a coteaching model by Education Specialist and General Education faculty. Note: Fifteen hours of focused observations and participation (plus travel time) are required in an exemplary elementary school classroom during language arts instruction. Candidates must have access to transportation to the fieldwork site. Prerequisites: EDU 207, EDU 250, EDU 208A. (Submission of Certificate of Clearance is required for eligibility to complete this course due to the fieldwork component.)

Prerequisite: EDU 207, EDU 250, EDU 208A

EDU 266 - Principles of Secondary Education and Content Area Modules (4)

The Principles of Secondary Education course is the initial professional preparation course in the Secondary Teacher Preparation Program. This course provides opportunities to assess student development and to design and deliver instruction informed by contemporary learning theory and research, practical experience, and inquiry. The role of the teacher is examined as one who assists student performance, with special attention to the needs of adolescents, English learners, Special Needs students, and urban populations and settings. The course addresses numerous teaching strategies such as Socratic Method, Problem Based Learning, Cooperative Learning, and/or Literature Circles. Content Area Modules for each of the content areas are integrated into this course. These modules address content-specific instructional and curricular strategies. Each candidate is enrolled in his/her specific content area module and works with a Content Area Coach—a current expert teacher in that discipline. The coursework and fieldwork include multiple systematic opportunities for candidates to understand and use instructional practices that promote English language development, including management of first and second languages, classroom organization, and participation by specialists and paraprofessionals. (Often cross-listed with EDU 166) Note: Approximately 15 hours of fieldwork in the Content Area Coach's classroom is required. Candidates must have access to transportation to the fieldwork site. (Submission of Certificate of Clearance is required for eligibility to complete this course due to the fieldwork component.)

EDU 267 - Principles of Secondary Curriculum and Content Area Modules (4)

Principles of Secondary Curriculum is a continuation of EDU 266 and focuses on the teacher as curricular decision-maker and instructional designer. Candidates deepen their knowledge of assessment of student development, design and delivery of instruction, and educational equity. Candidates use backwards design to create longer connected

learning sequences or units of instruction and develop performance assessments anchored in the California content standards for their discipline. Content Area Modules for each of the content areas are integrated into this course. These modules address content-specific instructional and curricular strategies. Each candidate is enrolled in his/her specific content area module and works with a Content Area Coach a current expert teacher in that discipline. (Often cross-listed with EDU 167) Note: Approximately 15 hours of fieldwork in the Content Area Coach's classroom is required. Candidates must have access to transportation to the fieldwork site. Prerequisite: EDU 266.(Submission of Certificate of Clearance is required for eligibility to complete this course due to the fieldwork component.)

Prerequisite: Take EDU 266

EDU 268 - Content-Based Reading Instruction and Content Area Modules (4)

Content-Based Reading Instruction encompasses language and literacy development in secondary curricula and methods for enhancing that development with multiethnic, multilingual student populations. The interwoven nature of speaking reading, writing, and listening in content area instruction will be explored, with emphasis on the importance of content-based discourse in the development of disciplinary understanding and critical thinking. Course content includes instructional and assessment strategies for students learning English as well as those with special needs. Beginning Fall 2013, the course will be co-taught with an instructor from the Education Specialist credential program and will model strategies for having multiple professionals in the classrooms. Content Area Modules for each of the content areas are integrated into this course. These modules address content-specific instructional and curricular strategies. Each candidate is enrolled in his/her specific content area module and works with a Content Area Coach, a current expert teacher in that discipline. (Often cross-listed with EDU 168 (p. 282)) Note: Approximately 15 hours of fieldwork in the Content Area Coach's classroom is required. Candidates must have access to transportation to the fieldwork site. Prerequisites: EDU 207 (p. 284), EDU 266 (p. 291), and EDU 267 (p. 291) (Submission of Certificate of Clearance is required for eligibility to complete this course due to the fieldwork component.)

Prerequisite: Take EDU 207, EDU 266, and EDU 267

EDU 270B - Special Populations: Supporting Educational Equity and Access (2)

This course reviews the historical and philosophical significance of special education and the education of gifted and talented students and effective practices for meeting these students needs in a general education environment.

The legal and administrative framework for the education of exceptional learners in California is addressed with an emphasis on the policies and procedures in the candidate's school district for identifying and providing services for these students. Coursework will emphasize the development of positive, inclusive classrooms with differentiated instruction designed to enable all students to achieve at high performance levels. All course requirements will be applied in the teacher's current teaching assignment.

EDU 271 - Assessment of Students With Special Needs (3)

Candidates learn the principles and methods of assessing students with disabilities and how the use of statistical data is applied to the legal and educational structures for eligibility of service, and the program planning and progress monitoring of student performance. Best practices and interventions are derived from formal and informal measurement results that account for various language/cultural, communication and cognitive abilities. Individual and group assessment results are processed and reported for data analysis and service design. May be cross-listed as EDU 171.

EDU 272 - Positive Behavior Supports for Students With Special Needs (3)

Candidates learn to apply implicit and explicit structures that create a positive classroom environment and constructive learning experiences for students requiring specific behavioral supports. The topics examined include the administration of legal and ethical processes and proactive interventions of social justice to address the construct of behavioral, emotional and social functions for the individual and the community. (This course is required for the ED and ASD Authorization)

EDU 278 - Program Leadership for Education Specialists (3)

Candidates will gain the comprehensive skills for program caseload management, curriculum planning and implementation, student transitions promotion of advocacy, team coordination, family/community involvement, and professional training. Advanced level problem solving and program leadership is conceptualized through the practices of collaborative partnerships for: responsive teaching instruction, theory based intervention strategies, and the constructs of inclusion. May be cross-listed as EDU 178.

EDU 279 - Supporting Students With Neurological Disorders (3)

Advanced level educators design and implement an educational program for students identified within the paradigm of neurodevelopment or genetic disorders.

Candidates learn to address the unique needs associated with motor abilities, sensory integration, cognitive processing, communications skills, behavior, and academic/social performance. Candidates gain the skills to supplement and coordinate the learning and functioning environments for student impairments and delays. (This course is required for the ASD Authorization.)

EDU 289 - English Learners: Supporting Educational Equity and Access (2)

This advanced course for teachers focuses on the delivery of specialized instruction for English learners to support equity in access to the core curriculum. Teachers will become knowledgeable about instructional programs, school organizational structures, and resources designed to meet the needs of English learners particularly those in their own district. They will develop skills in designing, implementing and evaluating instructional programs to support English language development and access to the core academic curriculum for English learners. Teachers will use assessments of English learners such as the California English Language Development Test, to diagnose students' language abilities relative to the core academic curriculum and plan appropriate instruction. Course assignments require application of principles in the teacher's current teaching context.

EDU 295 - Independent Study (1.0-3.0)

A student-designed course of study. See Guidelines for Independent Study. Student must complete an Independent Study Approval and Application Form. This course can be re-taken for credit.

EDU 296A - Masters Project Proposal (2)

Students work with their project advisor in this course to design a proposal for an action research project to be completed in their classroom. The masters project provides an opportunity for the candidate to develop competency in researching an issue relevant to their teaching practice, designing and implementing a project focused on this issue that will improve their practice, and preparing and presenting a report of the research findings. Prerequisite: EDU 200 (concurrent accepted), official score report with a passing score on all subtests of the required CSET subject matter examination.

Prerequisite: EDU 200 (concurrent accepted), official score report with a passing score on all subtests of the required CSET subject matter examination.

EDU 296B - Masters Project (1)

Candidates work with their project advisor in this course to implement their masters project proposal and write the final

project report. Prerequisite: EDU 200 and satisfactory completion of EDU 296A as evidenced by an approved masters project proposal.

Prerequisite: EDU 200 and satisfactory completion of EDU 296A as evidenced by an approved masters project proposal.

EDU 296C - Case Study Inquiry and Report Seminar I (1)

Candidates work with the instructor in this course to create and conduct a case study that builds upon the foundational knowledge and skills regarding responsive teaching learned in program coursework. This provides candidates the opportunity to collect data on their project and evaluate the results, discussing implications for their future teaching. The Case Study Inquiry Report provides an opportunity for candidates to develop competency in researching an issue relevant to their teaching practice, designing and implementing a case study project focused on this issue that will improve their practice, and preparing and presenting a report of the research findings.

EDU 296D - Case Study Inquiry & Report Seminar II (2)

Students will continue to work with the instructor in this course to complete the analysis and reflection phase of the Case Study Inquiry Report. Upon completion of the Case Study Report students will share their results in a formal Masters Sharing Poster Presentation at the end of the semester.

EDU 297A - Thesis/Project Continuation (1)

Continuation of Master's Project or Thesis under the direction of the faculty advisor.

EDU 297B - Thesis/Project Continuation (1)

Continuation of Master's Project or Thesis under the direction of the faculty advisor.

EDU 297C - Thesis/Project Continuation (1)

Continuation of Master's Project or Thesis under the direction of the faculty advisor.

EDU 299 - Special Studies in Education (3)

Courses on special topics in education. May be repeated for credit.

EDU 316A - Supervised Teaching: Pre-Service Elementary Fieldwork (4)

(Additional fieldwork fee) Fall or Spring at MSMU approved site.

EDU 316B - Supervised Teaching: Pre-Service Elementary Fieldwork (4)

(Additional fieldwork fee) Fall or Spring at MSMU approved site. Supervised teaching is designed as the culminating experience in the teacher preparation program and provides opportunities for the candidate to integrate and refine the many competencies acquired throughout the program. The goal of supervised teaching is to ensure that the candidate is prepared to assume the full-time responsibilities of a classroom. In EDU 316A and EDU 316B the student assumes the responsibilities of the classroom teacher and is under the direct supervision of an experienced and effective teacher and a university supervisor at MSMU (see Option I, in the Supervised Teaching section). The supervised teaching involves two assignments, each spanning one-half of the semester in two schools, and at two grade levels (primary and intermediate). Students register for EDU 316A for the first assignment and for EDU 316B for the second assignment. Full-time teaching is required along with participation in the seminar (EDU 323 or EDU 210). The student must have access to daily transportation to the fieldwork site.

Prerequisite: Take EDU 323 or EDU 210

EDU 316C - Supervised Teaching: In-Service Elementary Fieldwork (4)

Fall or Spring in candidate's own classroom. In EDU 316C, In-service teachers (private school or one-year interns) are supervised in their own classrooms over one or two semesters (4 units per semester) by an on-site supervisor and a university supervisor (see Option II, in the Supervised Teaching section). Full-time teaching is required along with participation in the seminar (EDU 323 or EDU 210). In-service teachers who are not eligible to waive four units of supervised teaching may repeat EDU 316C one time for a total of 8 units of credit.

Prerequisite: Take EDU 323 or EDU 210

EDU 316D - Supervised Teaching: Intern Elementary Fieldwork (2)

Fall or Spring in candidate's own classroom. Two-year elementary interns enroll in EDU 316D for two units each fall and spring semester of their program. Interns teach in their own classrooms and are supervised by an on-site supervisor and a university supervisor (see Option III, in the Supervised Teaching section.) Full-time teaching is required along with participation in the intern support seminar. Interns can repeat EDU 316D four times for a total of 8 units of credit. Concurrent enrollment in EDU 318 Intern Support Seminar (1 unit) required.

Prerequisite: Take EDU 323I

EDU 316E - Supervised Teaching: Intern Elementary Fieldwork (4)

Fall or Spring in candidate's own classroom. One-year elementary interns enroll in EDU 316E for four units each fall and spring semester of their program. Interns teach in their own classrooms and are supervised by an on-site supervisor and a university supervisor (see Option III, in the Supervised Teaching section.). Full-time teaching is required along with participation in the intern support seminar. Interns can repeat EDU 316E two times for a total of 8 units of credit. Concurrent enrollment in EDU 318 Intern Support Seminar (1 unit) required.

EDU 316F - Supervised Teaching: Intern Elementary Fieldwork (.5-2)

Fall or Spring in candidate's own classroom.

Interns enroll in EDU 316F when they take on a full-time teaching position in a public school in the middle of a fall or spring semester. This section exists in order for newly employed interns to immediately receive the supervision required by State credentialing requirements. Interns teach in their own classrooms and are supervised by an on-site supervisor and a university supervisor (see Option III, in the Supervised Teaching section.). Interns continue to enroll in supervised teaching, EDU 316D or EDU 316F until 8 total units of supervised teaching are completed. Concurrent enrollment in EDU 318A Intern Support Seminar (.5 unit) required.

EDU 317 - Student Teacher Support (1)

Student teaching support is designed as a graduate companion course to student teaching and provides opportunities for the candidate to discuss the success and challenges of student teaching with a supportive teacher or retired teacher. The goal of student teaching support is to ensure that the candidate makes full use of the student teaching experience in preparation for a career as a K-12 public school teacher. (This course may be taken by graduate in-service teachers.)

EDU 318 - Intern Support Seminar (1)

The intern support seminar is designed as a companion to the intern's supervised teaching experience. The seminar involves working with a university support provider in order to meet state requirements regarding hours of support received by district and university personnel. The provision of support may occur face to face, through electronic media, or via teleconferencing. Log sheets to document hours of support are completed each semester. Concurrent enrollment

in either EDU 316D or EDU 316E, EDU 364D or EDU 364E, or EDU 378D or EDU 378E is required. This seminar may be taken up to four times for a total of 4 units.

EDU 318A - Intern Support Seminar (.5)

Interns enroll in EDU 318A when they take on a full-time teaching position in a public school in the middle of a fall or spring semester. This section exists in order for newly employed interns to immediately receive the support required by State credentialing requirements. The intern support seminar is designed as a companion to the intern's supervised teaching experience. The seminar involves working with a university support provider in order to meet state requirements regarding hours of support received by district and university personnel. The provision of support may occur face to face, through electronic media, or via teleconferencing. Log sheets to document hours of support are completed each semester. Concurrent enrollment in either EDU 316F, EDU 364F, or EDU 378F is required.

EDU 318EL - Intern Support - English Learners (.5)

The Intern Support - English Learners Seminar is designed as a companion to the intern's supervised teaching experience. The seminar involves working with a university support provider in order to meet state requirements regarding hours of support received by district and university personnel specifically targeting working with English Learners. The provision of support may occur face to face, through electronic media, or via teleconferencing. Log sheets to document hours of support are completed each semester. A total of 22.5 hours of support are required per semester that the intern does not hold an English Learner Authorization or a fraction thereof when becoming an intern mid-semester (based on State credentialing formula). Concurrent enrollment in either EDU 316D or EDU 316E, EDU 364D or EDU 364E, or EDU 378D or EDU 378E is required. This seminar may be taken up to four times for a total of 2 units.

EDU 318ELA - Intern Support - English Learners (.25)

Interns enroll in EDU 318ELA when they take on a full-time teaching position in a public school in the middle of a fall or spring semester and have not yet earned an English Learner Authorization. This section exists in order for newly employed interns to immediately receive the support required by State credentialing requirements. The Intern Support - English Learners Seminar is designed as a companion to the intern's supervised teaching experience. The seminar involves working with a university support provider in order to meet state requirements regarding hours of support received by district and university personnel specifically targeting working with English Learners. The provision of support

may occur face to face, through electronic media, or via teleconferencing. Log sheets to document hours of support are completed each semester. A total of 22.5 hours of support are required per semester that the intern does not hold an English Learner Authorization or a fraction thereof when becoming an intern mid-semester (based on State credentialing formula). Concurrent enrollment in either EDU 316F, EDU 364F, or EDU 378F is required.

EDU 323 - Supervised Teaching Culminating Seminar (2)

This course is the final seminar in the Teacher Preparation Program. Taken concurrently with the supervised teaching fieldwork, if required, it provides a culminating forum for discussion, reflection, and goal-setting toward developing professionalism as a teacher. Course activities will extend candidates' understanding of key concepts and principles in the California Standards for the Teaching Profession and allow candidates to demonstrate competence on the Teaching Performance Assessment. Elementary, secondary and special education students enroll in separate sections of EDU 323. The last semester this course will be offered will be Fall 2013. Beginning Spring 2014, candidates will take EDU 210 (3 units) to satisfy requirements met in this course. (Often cross-listed with EDU 123 or EDU 110)

EDU 323I - Supervised Teaching Seminar (0.5-1.0)

This course section for Interns is the final seminar in the Teacher Preparation Program. Taken concurrently with the supervised teaching fieldwork, if required, it provides a culminating forum for discussion, reflection, and goal-setting toward developing professionalism as a teacher. Course activities will extend candidates' understanding of key concepts and principles in the California Standards for the Teaching Profession and allow candidates to demonstrate competence on the Teaching Performance Assessment. Elementary, secondary and special education students enroll in separate sections of EDU 323. Interns enroll in the seminar for 0.5 (two-year interns) or 1 (one-year interns) unit during each semester of their program. The last semester this course will be offered will be Fall 2013. Beginning Spring 2014, candidates will take EDU 210 (3 units) to satisfy requirements met in this course. (Often cross-listed with EDU 123/EDU 323 or EDU 110/EDU 210)

EDU 325A - Coaching and Field Mentorship: In-Service Induction (1.5)

Enrollment in Fall for Fall and Spring mentorship in candidate's own classroom. Candidates teach in their own classrooms and are mentored at their own school site during year one of a two-year program by a credentialed peer colleague of the same grade level and/or subject matter hired and trained by Mount Saint Mary's. If such a mentor is not

available, supplemental coaching is provided. Full time teaching is required along with participation in the Induction Program course work (EDU 225A-EDU 225B). This course meets off campus. Prerequisite: Registered concurrently with EDU 225A

EDU 325B - Coaching and Field Mentorship: In-Service Induction (1.5)

Enrollment in Fall for Fall and Spring mentorship in candidate's own classroom. Candidates teach in their own classrooms and are mentored at their own school site over the second year of their two-year program by a credentialed peer colleague of the same grade level and/or subject matter hired and trained by Mount Saint Mary's. If such a mentor is not available, supplemental coaching is provided. Full time teaching is required along with participation in the Induction Program course work (EDU 225C-EDU 225D). This course meets off campus. Prerequisite: Registered concurrently with EDU 225C.

EDU 326A - Coaching and Field Mentorship: In-service Induction (1.5)

Enrollment in Fall for Fall and Spring mentorship in candidate's own classroom. Candidates teach in their own classrooms and are mentored at their own school site over one academic year by a credentialed peer colleague of the same grade level and/or subject matter hired and trained by Mount Saint Mary's. If such a mentor is not available, supplemental coaching is provided. Full time teaching is required, along with participation in the Induction Program course work (EDU 226A-EDU 226B). This course meets off campus. Prerequisite: Registered concurrently with EDU 226A.

EDU 364A - Supervised Teaching: Pre-Service Secondary Fieldwork (4)

(Additional fieldwork fee) Fall or Spring at MSMU approved site.

EDU 364B - Supervised Teaching: Pre-Service Secondary Fieldwork (4)

(Additional fieldwork fee) Fall or Spring at MSMU approved site. Supervised teaching is designed as the culminating experience in the teacher preparation program and provides opportunities for the candidate to integrate and refine the many competencies acquired throughout the program. The goal of supervised teaching is to ensure that the candidate is prepared to assume the full-time responsibilities of a classroom. In EDU 364A and EDU 364B the student assumes the responsibilities of the classroom teacher and is under the direct supervision of an experienced and effective teacher and a university supervisor (see Option I Supervised Teaching section). The supervised teaching involves two

assignments, each spanning one-half of the semester in two schools, and at two grade levels (middle school and high school). Students register for EDU 364A for the first assignment and for EDU 364B for the second assignment. Full-time teaching is required along with participation in the seminar (EDU 210). The student must have access to daily transportation to the fieldwork site.

Prerequisite: Take EDU 323 or EDU 210

EDU 364C - Supervised Teaching: In-Service Secondary Fieldwork (4)

Fall or Spring in candidate's own classroom. In EDU 364C, in-service teachers (private or one-year interns) are supervised in their own classrooms over one or two semesters (4 units per semester) by an on-site supervisor and a university supervisor (see Option II, Supervised Teaching). Full-time teaching is required along with participation in the seminar (EDU 210). In-service teachers who are not eligible to waive four units of supervised teaching may repeat EDU 364C one time for a total of 8 units of credit.

Prerequisite: Take EDU 323 or EDU 210

EDU 364D - Supervised Teaching: Intern Secondary Fieldwork (2)

Two-year secondary interns enroll in EDU 364D for two units each fall and spring semester of their program. Interns teach in their own classrooms and are supervised by an on-site supervisor and a university supervisor (see Option III, Supervised Teaching). Full-time teaching is required along with participation in the intern support seminar. Interns can repeat EDU 364D four times for a total of 8 units of credit. Concurrent enrollment in EDU 318 Intern Support Seminar (1 unit) required.

Prerequisite: Take EDU 323I

EDU 364E - Supervised Teaching: Intern Secondary Fieldwork (4)

Fall or Spring in candidate's own classroom. One-year secondary interns enroll in EDU 364E for four units each fall and spring semester of their program. Interns teach in their own classrooms and are supervised by an on-site supervisor and a university supervisor (see Option III, in the Supervised Teaching section.). Full-time teaching is required along with participation in the intern support seminar. Interns can repeat EDU 364E two times for a total of 8 units of credit. Concurrent enrollment in EDU 318 Intern Support Seminar (1 unit) required.

EDU 364F - Supervised Teaching: Intern Secondary Fieldwork (.5-2)

Fall or Spring in candidate's own classroom.

Interns enroll in EDU 364F when they take on a full-time teaching position in a public school in the middle of a fall or spring semester. This section exists in order for newly employed interns to immediately receive the supervision required by State credentialing requirements. Interns teach in their own classrooms and are supervised by an on-site supervisor and a university supervisor (see Option III, Supervised Teaching). Interns continue to enroll in supervised teaching, EDU 364D or EDU 364F until 8 total units of supervised teaching are completed. Concurrent enrollment in EDU 318A Intern Support Seminar (.5 unit) required.

EDU 378A - Supervised Teaching: Pre-Service Special Education (4)

Fall or Spring at MSMU approved site. (Additional fieldwork fee).

EDU 378B - Supervised Teaching: Pre-Service Special Education (4)

Fall or Spring at MSMU approved site. (Additional fieldwork fee) Supervised teaching is designed as the culminating experience in the teacher preparation program and provides opportunities for the candidate to integrate and refine the many competencies acquired throughout the program. The goal of supervised teaching is to ensure that the candidate is prepared to assume the full-time responsibilities of a classroom. In EDU 378A and EDU 378B, the student assumes the responsibilities of the classroom teacher and is under the direct supervision of an experienced and effective teacher and a university supervisor (see Option I Supervised Teaching). The supervised teaching involves two assignments, each spanning one-half of the semester in two special education settings for students with mild/moderate disabilities, and at two grade levels. Students register for EDU 378A for the first assignment and for EDU 378B for the second assignment. Full-time teaching is required along with participation in the seminar (EDU 210). The student must have access to daily transportation to the fieldwork site. Students who have a general education teaching credential or two years or more of general education teaching experience may petition to waive 6 units of the supervised teaching requirement on the basis of their experience. These students complete one seven-week assignment in a special education classroom in one of the MSMU affiliated schools (EDU 378A, 4 units).

Prerequisite: Take EDU 323 or EDU 210. Take EDU 378A.

EDU 378C - Supervised Teaching: In-Service Special Education (4)

Fall or Spring in candidate's own classroom EDU 378C is designed for one-year special education interns. Teachers teach in their own classrooms over one or two semesters (4

units per semester) and are supervised by an on-site supervisor and a college supervisor (see Option II, Supervised Teaching). Full-time teaching is required along with participation in the seminar (EDU 323 or EDU 210). Students repeat EDU 378C one time for a total of 8 units of credit.

Prerequisite: Take EDU 323 or EDU 210

EDU 378D - Supervised Teaching: Intern Special Education (2)

Fall or Spring in candidate's own classroom. Two-year education specialist interns enroll in EDU 378D for two units each fall and spring semester of their program. Interns teach in their own classrooms and are supervised by an on-site supervisor and a university supervisor (see Option III, Supervised Teaching). Full-time teaching is required along with participation in the intern support seminar. Interns can repeat EDU 378D four times for a total of 8 units of credit. Concurrent enrollment in EDU 318 Intern Support Seminar (1 unit) required.

Prerequisite: Take EDU 323I

EDU 378E - Supervised Teaching: Intern Special Education (4)

Fall or Spring in candidate's own classroom. One-year education specialist: mild/moderate interns enroll in EDU 378E for four units each fall and spring semester of their program. Interns teach in their own classrooms and are supervised by an on-site supervisor and a university supervisor (see Option III, in the Supervised Teaching section.). Full-time teaching is required along with participation in the intern support seminar. Interns can repeat EDU 378E two times for a total of 8 units of credit. Concurrent enrollment in EDU 318 Intern Support Seminar (1 unit) required.

EDU 378F - Supervised Teaching: Intern Special Education (.5-2)

Fall or Spring in candidate's own classroom.

Interns enroll in EDU 378F when they take on a full-time teaching position in a public school in the middle of a fall or spring semester. This section exists in order for newly employed interns to immediately receive the supervision required by State credentialing requirements. Interns teach in their own classrooms and are supervised by an on-site supervisor and a university supervisor (see Option III, Supervised Teaching). Interns continue to enroll in supervised teaching, EDU 378D or EDU 378F until 8 total units of supervised teaching are completed. Concurrent enrollment in EDU 318A Intern Support Seminar (.5 unit) required.

EDUX - Education Extension Courses

EDUX 705XL - Creativity in the Classroom (2)

The Creativity in the Classroom series consists of five engaging workshops including drawing painting, ceramics, dance, music, drama, poetry and playmaking. The series is designed for those new to teaching the visual and performing arts as well as those with a full range of experience. In the course, participants explore their own creativity and gain skills and knowledge to integrate a variety of arts disciplines into language arts, social studies, science and math. They are introduced to the Visual and Performing Arts Content Standards and explore discussion strategies that apply to the arts and to all student work. Strong emphasis is placed on practices that support the creation of a safe supportive environment for creative exploration and expression. Community Building and English Language Development strategies are part of each session. The course is appropriate for classroom teachers, teaching artists and other interested community members.

ENG - English

ENG 1A - Freshman English (3)

Completion with a grade of C (2.0) or better fulfills the Written Communication requirement for the Associate and Baccalaureate degree. Principles and practice of writing with attention to analytical reading. Includes discussion skills, library usage, research techniques, and an introduction to literature. GE 2.

ENG 1B - Freshman English (3)

Completion with a grade of C (2.0) or better fulfills the Written Communication requirement for the Associate and Baccalaureate degree. Principles and practice of writing with attention to analytical reading. Includes discussion skills, library usage, research techniques, and an introduction to literature. GE 2.

Prerequisite: Complete ENG 1A with a grade of C or better

ENG 5H - Freshman Honors English (3)

College writing for students who are accepted for Honors at entrance, and who earn a grade of 5 or 6 on the Writing placement test or who are admitted by the instructor. A study of selected masterpieces of world literature with emphasis on written analysis. Includes introduction to college-level library and research skills. Completion with a grade of B or better fulfills the Written Communication requirement. GE 2.

ENG 6A - Foundational College Reading and Writing (3)

A course focusing on foundational college-level skills, including reading, analysis, and the production of standard written English, with an emphasis on sentence structure and mechanics, including punctuation. Particular attention to paragraph development, culminating in the beginning essay. Prerequisite: Placement is dependent on scores received in entrance testing. **Beginning Fall 2015, ENG 6A/ENG 6B no longer fulfills the Communications Skills requirement in Writing for the A.A. Program.** (Only completion with a grade of C or better in ENG 1A/ENG 1B fulfills the Communication skills requirement for the Associate Degree.)

ENG 6B - Intermediate College Reading and Writing (3)

A course focusing on the intermediate development and practice of reading, analysis, and the production of standard written English, with an emphasis on essay writing, including the thesis statement, the topic sentence, support, and grammar. Prerequisite: Students must have completed ENG 6A with a "C" or better. **Beginning Fall 2015, ENG 6A/ENG 6B no longer fulfills the Communications Skills requirement in Writing for the A.A. Program.** (Only completion with a grade of C or better in ENG 1A/ENG 1B fulfills the Communication skills requirement for the Associate Degree.)

Prerequisite: Take ENG 6A with a grade of C or higher, or pass proficiency exam

ENG 7 - Writing for College (3)

Preparation for college-level English, with a focus on standard written English, expository writing, and analytical reading. Prerequisite: Score of 3 or better on Writing Placement test plus satisfactory scores on the English entrance exams in grammar and reading.

ENG 12 - Literary Analysis (3)

Introduction to college-level literary analysis as applied to drama, poetry, and fiction.

Prerequisite: ENG 1A or ENG 7 or permission of instructor

ENG 15 - Literature and Society (3)

Examination of society's accomplishments and vexations in selected literary works that portray human striving in family, nation, and technological world. GE 5B or GE 5C.

Prerequisite: ENG 1A or ENG 7 or permission of instructor

ENG 16 - Literature and the Human Experience (3)

Studies in the stages of human development as portrayed in classic works of Western literature with particular focus on the growth of the self and on the individual's relationship to others and to God. Themes include adolescence, the female experience, love, the family, moral choice faith, death and dying. May be repeated for credit.

Prerequisite: ENG 1A or ENG 7 or permission of instructor

ENG 17 - Literary Focus (3)

In-depth study of works selected by author theme or genre. May be repeated for credit.

Prerequisite: ENG 1A or ENG 7 or permission of instructor

ENG 18 - Great Works in World Literature (3)

Study of major works in world literature representing a variety of periods, themes, and genres.

Prerequisite: ENG 1A or ENG 7 or permission of instructor

ENG 19 - Great Works in British Literature (3)

Study of major works in British literature representing a variety of periods and genres.

Prerequisite: ENG 1A or ENG 7 or permission of instructor

ENG 20 - Great Works in American Literature (3)

Study of major works in American literature representing a variety of periods and genres.

Prerequisite: ENG 1A or ENG 7 or permission of instructor

ENG 21 - Classical Epic and Drama (3)

Reading of the Iliad, Odyssey, Aeneid, and several Greek tragedies. Study of their origins development, meaning to the ancient world and to the contemporary reader.

Prerequisite: ENG 1A or ENG 7 or permission of instructor

ENG 25 - Mythmaking: the Quest for Meaning (3)

An exploration of mythmaking in literature as a reflection and interpretation of human experience. Major mythic themes are traced and compared in the arts, as well as in literature.

Prerequisite: ENG 1A or ENG 7 or permission of instructor

ENG 26 - Literature of the American West (3)

Study of values and themes in American fiction and nonfiction from the perspective of a variety of cultures.

Prerequisite: ENG 1A or ENG 7 or permission of instructor

ENG 27 - Women in Quest (3)

Study of women's lives and choices in fiction and nonfiction. Emphasis on current literature from diverse ethnic groups. GE 5C or GE 5D.

Prerequisite: ENG 1A or ENG 7 or permission of instructor

ENG 28 - Contemporary Issues in World Literature (3)

A sampling of contemporary literature from various cultures around the world with emphasis on women authors and their concerns. Students will encounter issues and problems from racism and poverty to domestic violence, rape prostitution, and war. Course includes relation of students' lives to global issues. GE 5C or GE 5D.

Prerequisite: ENG 1A or ENG 7 or permission of instructor

ENG 32 - Literature of Los Angeles (3)

An interdisciplinary exploration of the literature and history of Los Angeles. Emphasis on the ways national, geographic, cultural moral, legal, and ethnic boundaries are blurred in the city's history, mythology, texts, people and communities.

Prerequisite: ENG 1A or ENG 7 or permission of instructor

ENG 33 - The Graphic Novel in Literature (3)

A sampling of literature using the medium of the graphic novel, focusing on how the visual and print media work together to create a unique experience for readers while dealing with weighty social issues. GE 5B, GE 5C, or GE 5D.

Prerequisite: ENG 1A or ENG 7, or permission of instructor

ENG 34 - Literature for the Young Child (3)

A survey of children's literature for lower division students interested in working with young children and primary grade children. Students have experiences in sharing stories or poems with children (includes use of reading, storytelling flannel board activities, and puppets). Analysis of books based on literary characteristics. Includes study of artist illustrators.

ENG 36 - Sex Trafficking in Literature (3)

A sampling of literature from various cultures on sex trafficking, focusing on both victimization and empowerment. GE 5C or GE 5D.

Prerequisite: ENG 1A or ENG 7, or permission of instructor

ENG 37 - Mental Illness in Literature (3)

A sampling of literature from various cultures on mental illness and psychological disorders, focusing on both limitations and its advantages. Students will encounter issues and problems centered on lunacy and lucidity. GE 5B or GE 5D.

Prerequisite: ENG 1A or ENG 7, or permission of instructor

ENG 70 - Western Literary Heritage (3)

Selected readings in Greek mythology and literature, the Bible, and Dante's Divine Comedy. Designed to provide the serious reader with literary and cultural background to better understand and appreciate the range of Western literature. Strongly recommended for English majors. GE 5C.

Prerequisite: ENG 1A or ENG 7 or permission of instructor

ENG 73 - Shakespeare (3)

A study of selected Shakespearean plays and poetry. Because readings vary each semester course may be repeated for credit.

Prerequisite: ENG 1A or ENG 7 or permission of instructor

ENG 90 - Internship (1-6)

Students are placed, supervised and evaluated in a position that makes use of the communication skills developed in college English classes. May be repeated for credit up to six units.

ENG 91 - Directed Study (1-3)

Study in a field of special interest, under the direction of a department member. May be repeated for credit.

ENG 92 - Special Studies (3)

Exploration of special interest areas in the study of language and literature. May be repeated for credit.

Prerequisite: ENG 1A or ENG 7 or permission of instructor

ENG 94 - Special Studies in Writing (1-3)

Study of a selected mode of writing with focus on technique and practice. May be repeated for credit.

Prerequisite: ENG 1A or ENG 7 or permission of instructor

ENG 96 - Workshop (1-3)

May be repeated for credit.

ENG 101 - History of the English Language (3)

Analysis of the prehistoric antecedents of the English language and traces the growth of English from its earliest

documentation to modern times paying attention to structural changes in phonology, morphology and syntax and to the enrichment of the lexicon. Students are introduced to the principles of linguistic evolution. Special emphasis is also placed on the changes in social institutions that affect language and the many ethnic sources that have enriched the resources of English, especially in the United States.

ENG 102 - Structure of Modern English (3)

Introduction to varieties of contemporary linguistic theories and their application to modern American English. Includes study of the structure of the English language and the conventions of standard English, basic principles of first and second language acquisition and development, theories of language acquisition in relation to the social context, and implications of speaking a primary language other than the mainstream language. GE 6B when linked with EDU 105.

ENG 103 - Writing Histories (3)

This course is linked with HIS 102: Constructing the History of the United States. It is designed to provide practice writing while analyzing history/social studies textbooks provided to California's fifth grade students. The purpose of the course is to prepare future teachers, parents, and community members to advocate for a complete and just telling of history in their local schools. The course also provides an opportunity for students to review English conventions and skills, develop the tools and strategies needed to write analytical and personal essays in response to historical texts, and cultivate confidence in one's writing competency. The course presents writing as a process of practice, discovery, critical thinking, analytical reading, writing, editing and revision which will help instill an appreciation for the processes and value of writing. Each of these elements is necessary for those who wish to use their voice to advocate for their community on any issue. GE 6A when linked with HIS 102.

Prerequisite: ENG 1A and ENG 1B or permission of instructor. Requires concurrent enrollment in HIS 102.

ENG 104 - Expository Writing (3)

Intensive review of standard English grammar and punctuation for students wishing to improve their writing proficiency. Advanced analytical reading and critical thinking. May be repeated for credit.

ENG 105 - Advanced Composition (3)

Designed to meet the particular needs of the Liberal Studies major. Assignments include academic, professional, and personal writing that enables the student to increase writing confidence and competency by exploring the English language reviewing basic skills, and discovering one's style.

Prerequisite: ENG 1A and ENG 1B or permission of instructor

ENG 106 - Introduction to Creative Writing (3)

Students write fiction, poetry, and personal essays from their experiences and observations. A pre-requisite for the Writing Workshops. May be repeated for credit.

ENG 107 - Professional Writing (3)

An examination of the kinds of writing used in the communications media, with practice in developing newspaper, magazine, television, or radio material. May be repeated for credit.

ENG 108 - The News Media (3)

A critical examination of the news media, showing how print and broadcast news organizations operate and giving extensive practice in evaluating media reporting of current stories.

ENG 109 - Writing: Voice and View (3)

Nonfiction writing as a literary art. Designed for good writers and anyone who enjoys the challenge of responding to life through the written word. An opportunity to develop one's personal style and voice while examining the work of great essayists, past and present. May be repeated for credit.

ENG 112 - Literary Analysis (3)

Introduction to college-level literary analysis as applied to drama, poetry, and fiction.

Prerequisite: ENG 1A and ENG 1B or permission of instructor

ENG 115 - Literature and Society (3)

Examination of society's accomplishments and vexations in selected literary works that portray human striving in family, nation, and technological world. GE 5B or GE 5C.

Prerequisite: ENG 1A and ENG 1B or permission of instructor

ENG 116 - Literature and the Human Experience (3)

Studies in the stages of human development as portrayed in classic works of Western literature with particular focus on the growth of the self and on the individual's relationship to others and to God. Themes include adolescence, the female experience, love, the family, moral choice faith death and dying. May be repeated for credit.

Prerequisite: ENG 1A and ENG 1B or permission of instructor

ENG 118 - Great Works in World Literature (3)

Study of major works in world literature representing a variety of periods, themes, and genres.

Prerequisite: ENG 1A and ENG 1B or permission of instructor

ENG 119 - Great Works in British Literature (3)

Study of major works in British literature representing a variety of periods and genres.

Prerequisite: ENG 1A and ENG 1B or permission of instructor

ENG 120 - Great Works in American Literature (3)

Study of major works in American literature representing a variety of periods and genres.

Prerequisite: ENG 1A and ENG 1B or permission of instructor

ENG 121 - Classical Epic and Drama (3)

Reading of the Iliad, Odyssey, Aeneid, and several Greek tragedies. Study of their origins development, meaning to the ancient world and to the contemporary reader.

Prerequisite: ENG 1A and ENG 1B or permission of instructor

ENG 122 - Love in World Literature (3)

The idea of love studied in historical perspective through the analysis of literary works. Focus on critical enjoyment.

Prerequisite: ENG 1A and ENG 1B or permission of instructor

ENG 123 - Women's Voices in Literature (3)

Major contemporary works by women studied in the context of current critical theory. Impact of women's voices from diverse ethnic groups.

Prerequisite: ENG 1A and ENG 1B or permission of instructor

ENG 124 - Fiction to Film (3)

Examination of how works of fiction become motion pictures. The component elements of both fiction and film are applied to representative novels to assess their adaptation from the medium of fiction to the medium of film. GE 5C or GE 6 unlinked.

Prerequisite: ENG 1A and ENG 1B or permission of instructor

ENG 125 - Mythmaking: the Quest for Meaning (3)

An exploration of mythmaking in literature as a reflection and interpretation of human experience. Major mythic themes are traced and compared in the arts, as well as in literature.

Prerequisite: ENG 1A and ENG 1B or permission of instructor

ENG 126 - The American Experience (3)

Study of works of twentieth-century American literature representative of the cultures and ethnic identities that make up the American scene.

Prerequisite: ENG 1A and ENG 1B or permission of instructor

ENG 127 - Women in Quest (3)

Study of women's lives and choices in fiction and nonfiction. Emphasis on current literature from diverse ethnic groups. GE 5C or GE 5D.

Prerequisite: ENG 1A and ENG 1B or permission of instructor

ENG 128 - Contemporary Issues in World Literature (3)

A sampling of contemporary literature from various cultures around the world with emphasis on women authors and their concerns. Students will encounter issues and problems from racism and poverty to domestic violence, rape prostitution, and war. Course includes relation of students' lives to global issues. GE 5C or GE 5D.

Prerequisite: ENG 1A and ENG 1B or permission of instructor

ENG 129 - Ethnic Literatures of America (3)

Comparative study including two or more of the following groups: African American, Asian American, Latino/a, Native American, Jewish. Interdisciplinary approach using historical and sociopolitical context to address issues of race class, and gender.

Prerequisite: ENG 1A and ENG 1B or permission of instructor

ENG 130 - Faith and Fiction (3)

A study of Christian poets, dramatists, and novelists in historical perspective. Focus on both the changing and the unchanging aspects of Christian faith.

Prerequisite: ENG 1A and ENG 1B or permission of instructor

ENG 131 - Russian Literature (3)

Major Russian authors examined in their cultural and historical contexts. Writers include Pushkin Gogol, Dostoevsky, Tolstoy, and Solzhenitsyn.

Prerequisite: ENG 1A and ENG 1B or permission of instructor

ENG 132 - Literature of Los Angeles (3)

An interdisciplinary exploration of the literature and history of Los Angeles. Emphasis on the ways national, geographic, cultural moral, legal, and ethnic boundaries are blurred in the city's history, mythology, texts, people and communities.

Prerequisite: ENG 1A and ENG 1B or permission of instructor

ENG 133 - The Graphic Novel in Literature (3)

A sampling of literature using the medium of the graphic novel, focusing on how the visual and print media work together to create a unique experience for readers while dealing with weighty social issues. GE 5B, GE 5C, or GE 5D.

Prerequisite: ENG 1A and ENG 1B or permission of instructor

ENG 134 - Children's Literature (3)

Wide reading of children's books, including Caldecott and Newbery awards and honor books. Multicultural emphasis spans all genres covered. Focus on appreciation of literature, as well as on literary analysis of the selections. Includes study of critics in the field and of illustrators.

ENG 135 - Classic Films As Visual Literature (3)

To expose the students to ten different genre beginning with the Silent Era to the character driven Sleeper films. To develop an understanding of the language of the camera, and how it tells a story. To form an awareness of film within an historical context. To create an emotional connection between the students and film, and develop a critical eye for current film methodology. Finally, to demonstrate the power of film to mold American culture, and its multi-cultural influence abroad.

Prerequisite: ENG 1A and ENG 1B or permission of instructor

ENG 136 - Sex Trafficking in Literature (3)

A sampling of literature from various cultures on sex trafficking, focusing on both victimization and empowerment. GE 5C or GE 5D.

Prerequisite: ENG 1A and ENG 1B or permission of instructor

ENG 137 - Mental Illness in Literature (3)

A sampling of literature from various cultures on mental illness and psychological disorders, focusing on both limitations and its advantages. Students will encounter issues and problems centered on lunacy and lucidity. GE 5B or GE 5D.

Prerequisite: ENG 1A and ENG 1B or permission of instructor

ENG 143 - English Literature: Beowulf to 1500 (3)

Major works of the medieval period studied in their historical and cultural contexts.

Prerequisite: HIS 1A in addition to regular literature prerequisites (ENG 1A and ENG 1B or permission of instructor)

ENG 144 - English Literature: 1500 to 1700 (3)

Major works of the Renaissance and Restoration studied in their historical and cultural contexts.

Prerequisite: HIS 1A in addition to regular literature prerequisites (ENG 1A and ENG 1B or permission of instructor)

ENG 145 - American Literature: Beginnings to 1914 (3)

Major works of colonial, early federal, and nineteenth-century America studied in the light of their historical contexts.

Prerequisite: ENG 1A and ENG 1B or permission of instructor

ENG 146 - American Literature: 1914 to Present (3)

Study of major works of modern America consideration of how the literature reflects the condition of society after World War I.

Prerequisite: ENG 1A and ENG 1B or permission of instructor

ENG 147 - English Literature: 1700 to 1900 (3)

Major works of the 18th Century, Romantic and Victorian periods studied in their historical and cultural contexts.

Prerequisite: ENG 1A and ENG 1B or permission of instructor

ENG 148 - Twentieth Century English and European Literature (3)

Major contemporary works studied in their historical and cultural contexts.

Prerequisite: ENG 1A and ENG 1B or permission of instructor

ENG 150 - Fiction Workshop (3)

Through reading and writing, the class will study the basic elements of fiction: character development, dialogue, plot, movement, and sense of place and time. Students will critique one another's works of prose fiction in a constructive, affirming environment.

Prerequisite: ENG 106 or permission of the instructor

ENG 151 - Poetry Workshop (3)

Through reading and writing, students will learn the basic poetic genres: formal to free verse, epic to "experimental" poetry. The workshop is a rigorous and constructive form of critique that recognizes the strengths of student poetry while offering suggestions for improvement.

Prerequisite: ENG 106 or permission of the instructor

ENG 152 - Creative Non-Fiction Workshop (3)

Students will explore several forms of expression that may include memoir, essays, and articles. Students draw on public and private events to create stories, commentary, and humor. This class will offer the student the opportunity to work with her peers in a constructive, rigorous, and affirming setting.

Prerequisite: ENG 106 or permission of the instructor

ENG 153 - Writing for Stage and Screen (3)

An introduction to the craft of dramatic writing. The goal is to produce the first act of an original play or screenplay or one episode of an original television pilot. Through reading and writing and critiquing, the workshop will explore the story structure, character, and language of drama and film. Emphasis will vary with instructor.

Prerequisite: ENG 106 or permission of the instructor

ENG 156H - The Modern Temper (3)

Recommended for upper division. An exploration of the concept of the modern, through a study of nineteenth and twentieth-century literature, with particular attention to the interfacing of literature with history, philosophy, religion, or the behavioral sciences. Recommended for honor students.

Prerequisite: ENG 1A and ENG 1B or permission of instructor

ENG 161 - Study of the Novel (3)

Chronological reading and study of representative novels from the 18th to the 20th centuries. Emphasis on critical enjoyment and awareness of the novel's changing form.

Prerequisite: ENG 1A and ENG 1B or permission of instructor

ENG 162 - Study of Poetry (3)

Study of the development of poetry from its beginnings to the twentieth century with emphasis on critical enjoyment.

Prerequisite: ENG 1A and ENG 1B or permission of instructor

ENG 163 - Study of Drama (3)

Analysis of representative plays from major periods of theater history with emphasis on works of classical, European, English, and American playwrights, theories of interpretation are applied.

Prerequisite: ENG 1A and ENG 1B or permission of instructor

ENG 164 - American Drama (3)

In-depth study of American drama. Plays ranging from Eugene O'Neill to the present selected to reflect the rich cultural diversity that gives American drama its distinctive voice.

Prerequisite: ENG 1A and ENG 1B or permission of instructor

ENG 165 - Novels of the Americas: Latino Voices (3)

Major contemporary Latin American and U.S. Latino novelists examined in cultural, historical, and political contexts. Multicultural emphasis shows how the two groups influence each other while also showing their unique traits. Writers include Isabel Allende, Gabriel Garcia Marquez, Cristina Garcia.

Prerequisite: ENG 1A and ENG 1B or permission of instructor

ENG 170 - Western Literary Heritage (3)

Selected readings in Greek mythology and literature, the Bible, and Dante's Divine Comedy. Designed to provide the serious reader with literary and cultural background to better understand and appreciate the range of Western literature. Strongly recommended for English majors. GE 5C.

Prerequisite: ENG 1A and ENG 1B or permission of instructor

ENG 172 - Chaucer (3)

Readings in the poetry of Chaucer, principally the Canterbury Tales and Troilus and Criseyde, with reference to the minor works.

ENG 173 - Shakespeare (3)

Appreciation of Shakespeare's range and art as a playwright through study of works from different periods of his development, combination of in-depth and background study. May be repeated for credit.

Prerequisite: ENG 1A and ENG 1B or permission of instructor

ENG 174 - Shakespeare Seminar (3)

Advanced study and research in the works of Shakespeare, with attention to Renaissance culture and thought. Culminates in a written project. Designed for upper-division English majors, but other upper-division students may be admitted with permission of instructor.

ENG 175 - Exploring World Theatre (3)

This course develops an understanding and appreciation for the theatre as an art form and as a collaborative creative process. Students learn to appreciate the many styles of theatre from ancient forms to the Musical Theatre, from Medea through Shakespeare and Ibsen to West Side Story. Students develop a command of the basic vocabulary of working professionals on the stage by enacting and directing scenes from the works studied. Emphasis is placed on the power of different forms of theatre to influence and affect the community.

Prerequisite: ENG 1A and ENG 1B or permission of instructor

ENG 181 - Theory and Criticism (3)

Advanced study in methods of examining and discussing literature. Practice in literary analysis. Consideration of selected major critical theories and documents.

ENG 184 - Studies in British and American Literature (3)

Study of selected authors, literary periods, or genres. May be repeated for credit. Designed for upper-division English majors, but other upper-division students may be admitted with permission of instructor.

ENG 190 - Internship (1-6)

Students are placed and supervised in business or administrative positions that make use of the skills developed in the major study. May be repeated for credit up to 6 units.

Prerequisites vary and are determined in consultation with the coordinator. Taken for Credit/No Credit only.

ENG 191 - Directed Study (1-3)

Study in a field of special interest under the direction of a department member. May be repeated for credit.

ENG 192 - Special Studies (1-3)

Exploration of special interest areas in the study of language and literature. May be repeated for credit.

Prerequisite: ENG 1A and ENG 1B or permission of instructor

ENG 193 - Special Studies in Language and Literature (3)

Advanced reading and research in selected areas of language and literature. May be repeated for credit. Designed for upper-division English majors, but other upper-division students may be admitted with permission of instructor.

ENG 194 - Special Studies in Writing (1-3)

Study of a selected mode of writing with focus on technique and practice. May be repeated for credit.

Prerequisite: ENG 1A and ENG 1B or permission of instructor

ENG 195 - English Seminar (3)

Designed to provide upper-division English majors with an opportunity for in-depth investigation into literature and ideas, culminates in a written project. English minors and other upper-division students admitted with permission of instructor. May be repeated for credit.

ENG 196H - Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

FLM - Film

FLM 100 - Special Topics (1-3)

Special topics related to film, photography, and/or the media entertainment industry. May be repeated for credit. Cross-listed with FLM 202.

FLM 100A - Introduction to Final Cut Editing (1)

This course is a hands-on introduction to Apple's Final Cut Pro editing software. Students will learn foundational editing processes including importing footage, basic editing techniques, and how to export their video for online exhibition. Open to all majors.

FLM 100B - Editing with DaVinci Resolve (1)

This course is a hands-on introduction to the editing tools of the DaVinci Resolve software. Students will learn foundational editing processes including importing footage, basic editing techniques, and how to export their video for online exhibition. Open to all majors. Cross-listed with FLM 202B.

FLM 100C - Introduction to Adobe Premier (1)

This course is a hands-on introduction to the Adobe Premier editing software. Students will learn foundational editing processes including importing footage, basic editing techniques, and how to export their video for online exhibition. Open to all majors. Cross-listed with FLM 202C.

FLM 100D - Color Correction with DaVinci Resolve (1)

An overview of the interface, tools, features, and production flow for color correction utilizing DaVinci Resolve. Students will learn the foundations of contrast and color balance and quickly begin to explore that many professional features Resolve has to offer in the post production workflow. Students will understand how to balance, create continuity and develop styles and looks which bring mood and tone to moving images and the storyline. Cross-listed with FLM 202D.

FLM 100E - Location Sound (1)

An exploration and practical application of location sound recording and mixing techniques specific to film, television, and documentary production. Cross-listed with FLM 202E.

FLM 100F - Intro to Underwater Photography (1)

An introduction to underwater imaging for the visual storyteller. No previous experience necessary. The class applies to still and motion photography. Cross-listed with FLM 202F.

FLM 100G - Fashion & Costume Design (1)

Introduces students to history and theory of costume design and explores basic design principles including proportion, color, and fabrics. Cross-listed with FLM 202G.

FLM 100H - Phase One Photography Capture System (1)

A comprehensive course in Phase One Camera Systems, Digital Backs and Capture One Software. It is designed to give digital techs and assistants the knowledge they need to be more efficient on set and attain the highest level of reliability with Phase One technology. Students have opportunity to complete professional certification. Cross-listed with FLM 202H.

FLM 100I - Practicum (1-3)

Students gain experience in professional and/or academic setting, including activities such as organizing symposiums, conducting workshops, offering lectures, facilitating discussion groups, etc. May be repeated for credit, up to 6 units. Cross-listed with FLM 202I.

FLM 101 - Introduction to Film (3)

This course introduces students to the language and aesthetics of film. Students examine how the use of camera, lights, setting, acting, editing and sound are artistically harnessed to tell compelling stories in film, television, and digital media.

FLM 102 - Cell Phone Cinema (3)

With the ever-increasing quality of digital image technology, the ability to capture and tell the timely stories of the day rests in our pockets. This class explores the use of cell phone and mobile technology to tell cinematic stories, with a focus on creating social issue-driven content. Topics include story development, no-budget filmmaking, and applying techniques of camera, lighting, and sound to the technology we commonly carry with us everywhere we go. The course is structured around the preparation and production of short films that are inspired by one or more of the articles of the Universal Declaration of Human Rights. No previous experience required. GE 6B when linked with SW 148.

FLM 103 - WWII & The Movies (3)

An examination of the films from 1940 to 1960. The emergence of Film Noir, the rise of suspense and the changes in American zeitgeist and American attitudes will be explored. Cross-listed with FLM 255B.

FLM 104 - French Cinema (3)

Examination of the historical context, styles and influence of French cinema. This course provides a survey of French film classics from the beginning of cinema in the late nineteenth century to the present day. The class queries both the notion of "French" or national cinema and the idea of the "classic" film. It asks how we define French cinema and what assumptions and processes turn a film into a "classic." As such we will learn about the history of film production, exhibition, reception, aesthetics, and theory. As we move chronologically, we'll study the material context of film alongside French society and culture. We'll watch popular films alongside classic films, questioning what differentiates them. Cross-listed with FLM 252T.

FLM 105 - Women in the Directors Chair (3)

A focus on female directors throughout history, their films, stories, and impact. Cross-listed with FLM 255C.

FLM 106 - Voice Diction & Camera Persona (3)

Voice and diction techniques will be taught and applied as students learn the technical and artistic concepts of voice-over and on camera persona.

FLM 108 - Live Event Production (3)

Exploration of production techniques for live events. Includes experience with PA systems, Front of House mixing, on-set playback, intelligent lighting systems, light board programming and operation, etc. Cross-listed with FLM 208.

FLM 113 - Special Topics in Acting (3)

Special topics focused on the art and techniques of acting for screen and stage. Cross-listed with FLM 269.

FLM 115 - Audio Storytelling (3)

Exploration and application of the techniques and technology of producing fiction and non-fiction content through the medium of sound. Radio news packages, dramatizations, podcasting, interview techniques, soundscape creation, utilization of audio to tell a story for the theater of the mind. Cross-listed with FLM 225 and JRN 151.

Prerequisite: FLM 139A

FLM 116 - Feminine Identity and the Disney Film (3)

An exploration of the female roles in animated Disney films. Cross-listed with FLM 255A.

FLM 118 - New Media (3)

Exploration of new forms of storytelling and evolving technology. Students develop material for non-traditional media applications and explore distribution strategies for story content in emerging media markets. Cross-listed with FLM 218.

FLM 119 - Music Video Production (3)

Students will create a music video. Students will participate in all aspects of music video production including preproduction planning lighting, shooting and editing. Prior production or editing experience is not required. Carries a film lab fee.

Prerequisite: FLM 139A

FLM 120 - Post Production with Adobe (3)

This class introduces and explores the post-production workflow utilizing the Adobe suite of software applications such as Premiere, After Effects, SpeedGrade, etc.

FLM 121 - The Production Code (3)

History of the implementation and execution, of the Production Code, what was in it, its evolution into a ratings system, and longstanding impact on naturalized themes and rules of Hollywood. Includes working with Production Code archives at Academy of Motion Picture Arts & Sciences library in Beverly Hills.

FLM 122 - Public Relations (3)

This class examines the nature and role of public relations, activities of public relations professionals, major influences that affect organizational behavior, and the ethics and professional development of practitioners in the private and public sectors. Media methods of communicating, survey research, and attitude change are explored.

FLM 123 - Commercial Production (3)

An exploration of the theories and processes behind the development and production of commercials. Topics and projects cover pitching concept development and commercial production.

Prerequisite: FLM 139A

FLM 124 - Gender and Media (3)

This course will explore women's roles in media and filmmaking both in front of and behind the camera. Historical and contemporary trends will be examined concerning industry representation and portrayal in media content. GE 5D.

FLM 125 - Media Anthropology (3)

This course focuses on the study of communication practices and tools used to produce media and how we receive and understand culture and society through that media. What is the human experience of media in this digital age? How do people in all their different cultural circumstances make and use media? Using an ethnographic approach the course examines social and cultural practices of media production, consumption and distribution.

FLM 127 - Documentary Storytelling (3)

This course is an introduction to documentary storytelling using video, photography, audio and writing. Working with tools of the documentary arts—video, still images, audio, writing— students will acquire the foundational skills of media production and effective storytelling. Students will view and analyze rich examples of documentaries in and out of class as a means to examine aesthetics, storytelling, and production choices. Students will encounter a variety of notable documentary examples and forms, practice

documentary activities and produce documentary media. Cross-listed with FLM 203.

FLM 128 - Documentary Editing (3)

This course covers traditions and forms of editing a variety of nonfiction formats, including: historical, cinema verite, and experimental documentary. Students will examine techniques and concepts behind editing documentary films and how a film takes shape in the editing process. On-going student documentary projects will be analyzed with feedback. Prior editing experience necessary. Cross-listed with FLM 204.

Prerequisite: FLM 100B, FLM 100C, FLM 140A , or permission from instructor

FLM 129A - Documentary Filmmaking 1 (3)

This course is for all students interested in Documentary Filmmaking and those seeking an understanding of its myriad forms. Students will review and analyze – through extensive readings and viewings – the evolution of the documentary film genre. Students will produce and direct their own short portrait documentary. Specific guidelines on choosing a compelling subject, interviewing and understanding how to use visual images to show a well-rounded story will be the focus. The goal is to facilitate the development of each student's unique cinematic voice through the exploration of a documentary idea that the student feels passionately about. Cross-listed with FLM 214A.

FLM 129B - Documentary Filmmaking 2 (3)

This course merges the critical study of documentary filmmaking with the hands-on construction of documentary narratives found in personal stories and local communities. Working closely with organizations and identifying topics of personal interest, students will have the opportunity to explore issues of concern to the community and themselves. Students complete an edited video as their final project. They will explore a range of documentary approaches to express both cultural/political realities through a personal point of view. In this course students will study documentary approaches as a tool for knowledge and action. Students will analyze documentaries that focus on major social issues, problems and solutions and how these films communicate a call to action within a story. Cross-listed with FLM 214B.

Prerequisite: FLM 129A

FLM 130A - Documentary Production Workshop A (3)

Student-driven. Group work. Collaborative teams work on group projects they conceive and produce with the supervision of a faculty member or team. Cross-listed with FLM 215A.

FLM 130B - Documentary Production Workshop B (3)

Student-driven. Group work. Collaborative teams work on group projects they conceive and produce with the supervision of a faculty member or team. Cross-listed with FLM 215B.

FLM 131A - Film, Media and Social Justice (3)

Applying social science and social justice principles, an introduction to the significant social issues of our time as examined through film. The historical application of the documentary film as a means of advancing the cause of justice and equality in the human experience is explored. A human rights course.

FLM 131B - Film, Media and Social Justice (3)

The development of media content as a means of advancing the cause of justice and equality in the human experience is explored. Focus on how-to implement social justice into media as a critical practice.

Prerequisite: FLM 131A and FLM 139A

FLM 132 - History of Film (3)

The purpose of the course is to examine the first one hundred year history of motion pictures as a global communication medium of culture, social trends, values and sentiments. Key films and filmmakers that developed and shaped cinematic storytelling are examined with a focus on their global impact. The transnational organizational, political, economic, and strategic dynamics involved in the history of this creative medium are also studied. Cross-listed with FLM 250.

FLM 133 - Music Culture and Broadcasting (3)

An exploration of the development and impact of music, radio, and broadcasting in America. Topics include the rise, influence, and multiple iterations of radio as a mass medium, the role of music in American social and political issues and hands-on introduction to essential recording technology and broadcasting techniques. Carries a film lab fee.

FLM 134 - Non-Fiction to Film (3)

This course explores the process of bringing non-fiction stories to the screen in a narrative format. A combination of screenwriting and content analysis, the class analyzes the process of creating narrative content based on an historical person, story, or event, and the ethical implications involved.

Prerequisite: FLM 137A

FLM 135 - Mass Media (3)

An examination of contemporary mass media as a reflection, characterization, and interpretation of culture and society, along with the human rights implications of it in society. Introduction to film theory and critical film studies.

FLM 136 - Disney Inc. and Mass Popular Culture (3)

The course analyzes the near-Orwellian influence that mass media can have on society. Utilizing Disney as an example, students will examine the power and influence of media conglomerates and their role in shaping and reinforcing social norms. Special emphasis is placed on examining how Disney movies not only reflect, but shape era specific ideologies and social trends. Course material includes a study of semiotics and urban design behind the Disney theme parks, students are responsible for travel and admission to Disneyland. GE 5D.

FLM 137A - Screenwriting 1 (3)

Story development from page to screen. Research and development of fictional screenplays and documentary treatments and proposals. A completed screenplay is the expected outcome at the end of this course. Cross-listed with FLM 200A.

FLM 137B - Screenwriting 2 (3)

Story development from page to screen. Research and development of fictional screenplays and documentary treatments and proposals. A completed screenplay is the expected outcome at the end of this course. Cross-listed with FLM 200B.

Prerequisite: FLM 137A

FLM 137C - Screenwriting 3 (3)

Advanced story development from page to screen. May include collaboration on the graduate level, writing episodic content for the Production Workshop experience. Cross-listed with FLM 293A.

Prerequisite: FLM 137B

FLM 138A - Audio Production & Recording Principles 1 (3)

Students will engage in recording, mixing and producing professional audio for live performances and studio applications. Hands on instruction will include microphone placement and recording techniques with a variety of applications and instruments. Students will also work with hardware and software mixers equalizers, compressors, and FX units. Cross-listed with FLM 238A.

FLM 138B - Audio Production & Recording Principles 2 (3)

Students will engage in recording, mixing and producing professional audio for live performances and studio applications. Hands on instruction will include microphone placement and recording techniques with a variety of applications and instruments. Students will also work with hardware and software mixers equalizers, compressors, and FX units. Cross-listed with FLM 238B.

Prerequisite: FLM 138A

FLM 139A - Introduction to Digital Video Production (3)

This course introduces foundational concepts in the areas of camera, lighting, audio, and editing used in the creation of digital video content. Carries a film lab fee. Cross-listed with FLM 205.

Prerequisite: Students must have previously completed or concurrently enroll in either FLM 100B or FLM 140A

FLM 139B - Digital Video Production (3)

This course is a deeper exploration of the techniques and technology utilized in the creation of digital video content. Carries a film lab fee. May be repeated for credit.

Prerequisite: FLM 139A

FLM 139C - Digital Video Production (3)

This course is a deeper exploration of the techniques and technology utilized in the creation of digital video content. Carries a film lab fee.

Prerequisite: FLM 139A

FLM 139D - Digital Video Production (3)

This course is a deeper exploration of the techniques and technology utilized in the creation of digital video content. Carries a film lab fee.

Prerequisite: FLM 139A

FLM 140A - Editing 1: AVID 101 (3)

Instruction and hands on application of the techniques and theories of the art of editing with Avid's Media Composer software. Part one of a two course cycle for Avid certification. Led by an Avid Certified Instructor. Carries a film lab fee. Cross-listed with FLM 230A.

FLM 140B - Editing 2: AVID 110 (3)

Continued instruction and hands on application of the techniques and theories of the art of editing with Avid's

Media Composer software. Part two of a two course cycle for Avid certification. Led by an Avid Certified Instructor. Carries a film lab fee. Prerequisite: FLM 140A. Cross-listed with FLM 230B.

FLM 141A - Media Production/Lab Assistant (1.0-3.0)

The purpose of this course is to give qualified students a chance to hone understandings of media content development and production - and the technology involved - through helping other students under faculty direction. Assistant will work with an instructor in researching, equipment trouble-shooting, peer tutoring, and class preparation. May be repeated for credit.

Prerequisite: Instructor approval required.

FLM 141B - Media Production/Lab Assistant (1.0-3.0)

The purpose of this course is to give qualified students a chance to hone understandings of media content development and production - and the technology involved - through helping other students under faculty direction. Assistant will work with an instructor in researching, equipment trouble-shooting, peer tutoring, and class preparation. May be repeated for credit.

Prerequisite: Instructor approval required.

FLM 142A - Women in Hollywood (3)

The current status and impact of women in film and television will be explored, including the sociopolitical and economic dynamics in play today that influence their participation. Special emphasis is placed on MSMU's Status Report of Women and Girls in CA. May be repeated for credit. GE 5D.

FLM 142B - Women in Hollywood (3)

The current status and impact of women in film and television will be explored, including the sociopolitical and economic dynamics in play today that influence their participation. Special emphasis is placed on MSMU's Status Report of Women and Girls in CA. May be repeated for credit. GE 5D.

FLM 143A - Post-Production Audio 1 (3)

Instruction on craft and skills of digital audio editing for film production. Pro Tools software an industry standard, will be introduced and applied. Carries a film lab fee. Cross-listed with FLM 221A.

FLM 143B - Post-Production Audio 2 (3)

Instruction on craft and skills of digital audio editing for film production. Pro Tools software an industry standard, will be

introduced and applied. Carries a film lab fee. Cross-listed with FLM 221B.

Prerequisite: FLM 143A

FLM 143C - Post-Production Audio 3 (3)

Instruction on craft and skills of digital audio editing for film production. Pro Tools software an industry standard, will be introduced and applied. Carries a film lab fee.

Prerequisite: FLM 143B

FLM 144A - Cinematography 1 (3)

A focus on the use of cameras and lighting to produce broadcast quality footage for professional or personal digital filming. Training includes exploration of lens and camera capabilities, movement, control, and scene composition. Principles and aesthetics of lighting are introduced and practiced. Students are introduced to advanced cameras such as the Canon C-300 & C-500 series. Cross-listed with FLM 211A. Carries a film lab fee.

Prerequisite: FLM 139A

FLM 144B - Cinematography 2 (3)

Advanced exploration and application of camera and lighting for cinematic applications. Students are introduced to advanced cameras such as the RED and Arri Amira. Cross-listed with FLM 211B. Carries a film lab fee.

Prerequisite: FLM 139A and FLM 144A

FLM 145A - Animation A (3)

Hands on practical exploration of various types of animation including models, miniatures, stop motion, 3D, etc. Carries a film lab fee. Cross-listed with FLM 280A.

FLM 145B - Animation B (3)

Hands on practical exploration of various types of animation including models, miniatures, stop motion, 3D, etc. Carries a film lab fee.

FLM 145C - Animation C (3)

Hands on practical exploration of various types of animation including models, miniatures, stop motion, 3D, etc. Carries a film lab fee.

FLM 146 - Film Marketing (3)

The methods of film tracking and marketing understood as a central aspect of film development and production, will be studied. Survey research analysis of demographic variables in film production, and the role of research across each step of

the production process is examined. Practice in the field included.

FLM 148 - Writing Professional Grants (3)

Skills, methods, and styles necessary for writing funding grants for media projects.

FLM 149 - Cowboy Cinema (3)

The history of the Western film genre is central to the history of film and television, as well as American identity, culture, and ethics. A survey of seminal works in this genre will be viewed and analyzed. The Mount film program's Robert Harrington Film Collection will be used in this course. Cross-listed with FLM 252I.

FLM 150 - The History of Television (3)

The course will explore the evolutions of patterns of television content and viewing over time in the United States. This course will also examine how television has impacted society and how society has influenced television.

FLM 151 - History and Theory of Comedy (3)

As an important genre of film and television history, the theories, trends and elements of comedy are explored.

FLM 152A - Music for Visual Media 1 (3)

An introduction to digital Music for film and television, web sites, video games, and other interactive media. Exploration and analysis of music and its function in various forms of media. Coursework will include producing, recording arranging and manipulating music for digital distribution using MIDI, loops, digital audio workstations and virtual instruments. Prior music experience is helpful though not required. Cross-listed with FLM 222A. Carries a film lab fee.

FLM 152B - Music for Visual Media 2 (3)

Further exploration of digital music for film and television, web sites, video games, and other interactive media. Exploration and analysis of music and its function in various forms of media. Coursework will include producing, recording arranging and manipulating music for digital distribution using MIDI, loops, digital audio workstations and virtual instruments. Cross-listed with FLM 222B. Carries a film lab fee.

Prerequisite: FLM 152A

FLM 153A - Visual Effects 1 (3)

Introduction and application of software used in special effects in film and television production. Cross-listed with FLM 273A.

FLM 153B - Visual Effects 2 (3)

Introduction and application of software used in special effects in film and television production. Cross-listed with FLM 273B.

Prerequisite: FLM 153A

FLM 154A - Producing 1 (3)

Management skills, strategies, and practices necessary to bring a media project from conceptualization, through production to the marketplace. Discussion includes issues related to working with creative talent, directors' assistants, artistic teams, crew, and multiple other entities involved in the production process. Cross-listed with FLM 240A.

FLM 154B - Producing 2 (3)

Management skills, strategies, and practices necessary to bring a media project from conceptualization, through production to the marketplace. Discussion includes issues related to working with creative talent, directors' assistants, artistic teams, crew, and multiple other entities involved in the production process. Cross-listed with FLM 240B.

Prerequisite: FLM 154A

FLM 155 - Pro Tools Essentials (3)

Master the basic tools and functions necessary to create, edit, and mix professional sounding audio projects in the world's leading audio production software for both music and film. The course will prepare students to pass the Pro Tools certification exam.

FLM 156A - Acting 1 (3)

Acting and audition techniques and skills are introduced and practiced. Monologues, scene study and headshot/resume development prepare students to audition for professional roles. Cross-listed with FLM 260A. May be repeated for credit.

FLM 156B - Acting 2 (3)

Acting and audition techniques and skills are introduced and practiced. Monologues, scene study and headshot/resume development prepare students to audition for professional roles. Cross-listed with FLM 260B. May be repeated for credit.

Prerequisite: FLM 156A

FLM 157 - Social Media Advocacy (3)

Grassroots marketing for social issue-driven projects. Emphasis on social media, advocacy partners, and strategies for moving audience to action.

FLM 158 - Heroes Villains and Warriors (3)

The central place of the action drama in Hollywood, both historically and contemporarily are explored. In addition, the social and psychological impact of action cinema is analyzed. Cross-listed with FLM 252J.

FLM 159A - Video Game Design (3)

Exploring the impact of video games on society and market strategies employed to maximize revenue. Hands-on experience provides opportunities to create video games for multiple platforms including Xbox, iPhone, Wii, Mac, and PC. Carries a film lab fee.

FLM 159B - Video Game Design (3)

Exploring the impact of video games on society and market strategies employed to maximize revenue. Hands-on experience provides opportunities to create video games for multiple platforms including Xbox, iPhone, Wii, Mac, and PC. Carries a film lab fee.

FLM 160A - Directing 1 (3)

Students explore and practice the role of director. Coaching actors, collaboration with cinematographers and editors, team management and other areas will be addressed. Cross-listed with FLM 290A.

FLM 160B - Directing 2 (3)

Students explore and practice the role of director. Coaching actors, collaboration with cinematographers and editors, team management and other areas will be addressed. Cross-listed with FLM 290B.

Prerequisite: FLM 160A

FLM 161 - Asian Cinema (3)

A survey of the films and filmmakers of Asian Cinema. Cross-listed with FLM 252F. GE 5C.

FLM 162 - Interracial Cinema (3)

From Jack Johnson's 1910 fight films to Birth of a Nation and the industry's thirty-year prohibition of interracial romance, concerns over interracial representation have been at the center of censorship policy and debates in American cinema. This course examines the history, representation, and reception of interracial themes in media.

FLM 163 - Cinema and Civil Rights (3)

Special focus on race and transition from Production Code to Ratings System in the context of the Civil Rights Movement.

FLM 164 - The Musical (3)

Examination of the cinematic interpretation and presentation of musicals. Cross-listed with FLM 252S.

FLM 165A - The Film Auteur (3)

An exploration of the films, influence and contributions of a selected film auteur. Can be repeated for credit. Cross-listed with FLM 265A.

FLM 165B - The Film Auteur (3)

An exploration of the films, influence and contributions of a selected film auteur. Can be repeated for credit. Cross-listed with FLM 265B.

FLM 165C - The Film Auteur (3)

An exploration of the films, influence and contributions of a selected film auteur. Can be repeated for credit. Cross-listed with FLM 265C.

FLM 166 - Acting for Stage & Motion Capture (3)

Students will engage in stage and motion capture acting that focuses on physicality, live performance, and using the space around you. Cross-listed with FLM 262.

FLM 167 - Screenwriting Pitching & Packaging (3)

An insider's guide to developing and packaging a script for the Hollywood market. Learn the fundamentals of creating a strong screenplay from the perspective of the writer (the seller) and pitching an idea to the studio executive (the buyer) who is evaluating the viability of the project. The goal of this class is to help students develop a screenplay and understand how to market their screenplay given the demands of the current marketplace. Prerequisite: FLM 137A.

FLM 168 - Race, Sex & Hollywood (3)

Exploration of the intersection of race, gender, class and sexuality in film and television. Focus on cultural studies and media analysis. GE 5D.

FLM 169 - From Graphic Novel to Screen (3)

This course explores cinematic adaptations of graphic novels and how they reflect issues in our society and promote social justice. Various forms of media will be analyzed including film television, video games and internet programming. Cross-listed with FLM 252D.

FLM 170 - Easy Riders & Raging Bulls: 1970s Indie Cinema (3)

Survey of the independent films of the 1970s, their aesthetics, messages and impact. Cross-listed with FLM 252R.

FLM 171 - Film Noir and the City (3)

An analysis of the Hollywood crime dramas characteristic of the 1940s and 1950s that featured cops, crimes, gangsters and femme fatales. The social context that reflected darker times of the depression, the tension of the world war, urban sophistication, and the fight against evil will be explored as expressed and symbolized in this film genre. GE 5B.

FLM 172 - Crime Deviance and Violence in Film (3)

An exploration of the intersection of film, the culture of fear, and the social construction and incidence of violence and deviance in society. The course will also examine the relationship between social norms, social change and this film genre. A human rights course.

FLM 173 - Blaxploitation Cinema (3)

Analysis of the Blaxploitation subgenre, its development, influence, and impact.

FLM 174 - Post-Production (3)

The study and application of professional practices in post-production. Cross-listed with FLM 274.

FLM 175 - Filmmakers of Color (3)

From Jordan Peele and Barry Jenkins, to Alfonso Curon and Patricia Riggen, this course explores the history of filmmakers of color from 1895 to the present. Cross-listed with FLM 252U.

FLM 176 - Independent Project (1-3)

A fieldwork class involving the independent design and production of a student media project, conducted with the mentorship of a film or still program faculty member. The topic and scope of the project is to be selected and agreed upon by student, mentor, and program director. For majors only. The course may be taken for 1 unit, 2 units, or 3 units, depending upon the complexity and length of the project. Cross-listed with PHO 176 and FLM 292. May be repeated for credit, up to 9 units.

Prerequisite: PHO 2 or FLM 139A

FLM 177 - Science Fiction & Human Rights (3)

Both historically and contemporarily, the film genre of science fiction has been utilized to expose and explore significant human rights topics. These will be examined and analyzed for their continued relevancy to human rights issues of our times. The Mount film program's Robert Harrington Film Collection will be used in this course. Cross-listed with FLM 252E.

FLM 178 - Suspense Horror & Mayhem (3)

A comparative exploration and analysis of the culture of fear and sensationalism as expressed and visualized through themes of suspense horror and Armageddon narratives, and how these genres reflect mass culture and influence individual and social behavior or act as agents of social change. Cross-listed with FLM 252B.

FLM 179 - A History of Romance (3)

This course will explore the evolution of romance films from the earliest years of cinema to the present. The changing representation of gender the ideal types of the male and female romantic and as the major influence on social roles and expectations are examined. Cross-listed with FLM 252C.

FLM 183 - Editing in Different Genres (3)

Examination and application of theories and approaches to editing across different genres. Cross-listed with FLM 233.

Prerequisite: FLM 100B or FLM 100C or FLM 140A

FLM 185 - The Silent Film (3)

This class explores the films and filmmakers of the silent film era. Cross-listed with FLM 252P.

FLM 186 - "Bollywood": Hindi Cinema (3)

Examination of the musical-based genre films of India. Cross-listed with FLM 252Q.

FLM 189 - Special Studies in Photography (1.0-3.0)

Content exploring special topics in still photography. May be repeated for credit.

FLM 190 - Production Design (3)

This course introduces students to the importance of production design and art direction, and the areas, roles, and duties they encapsulate as they shape the visual approach to telling a cinematic story. Focus is given to the development of the locations, colors, textures, space, and objects that are used in a scene, as well as the aesthetics of an actor's presentation, costume, and makeup. Cross-listed with FLM 291.

FLM 192 - Movement for the Camera (3)

This course will explore the unique challenges of capturing and creating movement for the camera. A dance for the camera is a hybrid and synthesis between the various techniques of film/video and the practice of choreography for the body and the camera. Students will observe pedestrian movements, sports, and gestures, create their own movements and combine these elements into carefully choreographed and edited short videos. Through class

screenings of video work, class exercises, reading, writing and discussion, students will learn about various historical and contemporary issues and approaches in movement with video. Short exercises will be introduced for students to develop their own visual style and an increased proficiency with digital video cameras and editing. Prerequisite FLM 139A.

Prerequisite: FLM 139A

FLM 193A - Production Workshop: On-Set Production 1 (3)

Hands-on course producing student-written work. Collaborative production teams work on group projects in a professional setting under the supervision of a faculty member. Cross-listed with FLM 293B. May be repeated for credit.

Prerequisite: FLM 139A

FLM 193B - Production Workshop: On-Set Production 2 (3)

Hands-on course producing student-written work. Collaborative production teams work on group projects in a professional setting under the supervision of a faculty member. Cross-listed with FLM 293B. May be repeated for credit.

Prerequisite: FLM 193A

FLM 193C - Production Workshop: Post-Production (3)

Hands-on course producing student-written work. Collaborative production teams work on group projects in a professional setting under the supervision of a faculty member. Cross-listed with FLM 293C. May be repeated for credit.

Prerequisite: FLM 140A or FLM 143A

FLM 196 - Experimental Film & Video (3)

This course examines the history and theory of Experimental/Avant-Garde film and video. Students will produce short films using innovative techniques, combining genres and creating hybrid forms. Web based platform and interactive digital media creations will be encouraged.

Prerequisite: FLM 139A

FLM 197 - Internship (3)

Hands-on observation and experience in an industry related company, setting, or other career-building organization. For

majors and minors only. Student must be able to provide own transportation to internship site. Cross-listed with PHO 197 and FLM 297. May be repeated for credit, up to 9 units.

Prerequisite: PHO 2 or FLM 139A

FLM 198 - Senior Capstone (3)

Student with senior standing completes a substantial final project based on area of emphasis or desired focus (by department advisement).

FLM 199 - Special Studies (1.0-3.0)

Intensive and independent study in a field of special interest at the culmination of one's film studies. May be repeated for credit.

FLM 200A - Screenwriting 1 (3)

Cultivating the art of writing for the screen from conceptualization, research, and development to completion of an original product. Cross-listed with FLM 137A.

FLM 200B - Screenwriting 2 (3)

Cultivating the art of writing for the screen from conceptualization, research, and development to completion of an original product. Cross-listed with FLM 137B.

Prerequisite: FLM 200A

FLM 201 - Writing for Television (3)

Focus on writing stories for television in the serial or episodic format.

FLM 202 - Special Topics (1-3)

Special topics related to film, photography, and/or the media entertainment industry. May be repeated for credit. Cross-listed with FLM 100.

FLM 202A - Introduction to Final Cut Editing (1)

This course is a hands-on introduction to Apple's Final Cut Pro editing software. Students will learn foundational editing processes including importing footage, basic editing techniques, and how to export their video for online exhibition. Open to all majors. Cross-listed with FLM 100A.

FLM 202B - Editing with DaVinci Resolve (1)

This course is a hands-on introduction to the editing tools of the DaVinci Resolve software. Students will learn foundational editing processes including importing footage, basic editing techniques, and how to export their video for online exhibition. Open to all majors. Cross-listed with FLM 100B.

FLM 202C - Introduction to Adobe Premier (1)

This course is a hands-on introduction to the Adobe Premier editing software. Students will learn foundational editing processes including importing footage, basic editing techniques, and how to export their video for online exhibition. Open to all majors. Cross-listed with FLM 100C.

FLM 202D - Color Correction with DaVinci Resolve (1)

An overview of the interface, tools, features, and production flow for color correction utilizing DaVinci Resolve. Students will learn the foundations of contrast and color balance and quickly begin to explore that many professional features Resolve has to offer in the post production workflow. Students will understand how to balance, create continuity and develop styles and looks which bring mood and tone to moving images and the storyline. Cross-listed with FLM 100D.

FLM 202E - Location Sound (1)

An exploration and practical application of location sound recording and mixing techniques specific to film, television, and documentary production. Cross-listed with FLM 100E.

FLM 202F - Intro to Underwater Photography (1)

An introduction to underwater imaging for the visual storyteller. No previous experience necessary. The class applies to still and motion photography. Cross-listed with FLM 100F.

FLM 202G - Fashion & Costume Design (1)

Introduces students to history and theory of costume design and explores basic design principles including proportion, color, and fabrics. Cross-listed with FLM 100G.

FLM 202H - Phase One Photography Capture System (1)

A comprehensive course in Phase One Camera Systems, Digital Backs and Capture One Software. It is designed to give digital techs and assistants the knowledge they need to be more efficient on set and attain the highest level of reliability with Phase One technology. Students have opportunity to complete professional certification. Cross-listed with FLM 100H.

FLM 202I - Practicum (1-3)

Students gain experience in professional and/or academic setting, including activities such as organizing symposiums, conducting workshops, offering lectures, facilitating discussion groups, etc. May be repeated for credit, up to 6 units. Cross-listed with FLM 100I.

FLM 203 - Documentary Storytelling (3)

This course is an introduction to documentary storytelling using video, photography, audio and writing. Working with tools of the documentary arts—video, still images, audio, writing— students will acquire the foundational skills of media production and effective storytelling. Students will view and analyze rich examples of documentaries in and out of class as a means to examine aesthetics, storytelling, and production choices. Students will encounter a variety of notable documentary examples and forms, practice documentary activities and produce documentary media. Cross-listed with FLM 127.

FLM 204 - Documentary Editing (3)

This course covers traditions and forms of editing a variety of nonfiction formats, including: historical, cinema verite, and experimental documentary. Students will examine techniques and concepts behind editing documentary films and how a film takes shape in the editing process. On-going student documentary projects will be analyzed with feedback. Prior editing experience necessary. Cross-listed with FLM 128.

Prerequisite: FLM 202B, FLM 202C, FLM 230A, or permission from instructor

FLM 205 - Introduction to Digital Video Production (3)

This course introduces foundational concepts in the areas of camera, lighting, audio, and editing used in the creation of digital video content. Cross-listed with FLM 139A.

FLM 208 - Live Event Production (3)

Exploration of production techniques for live events. Includes experience with PA systems, Front of House mixing, on-set playback, intelligent lighting systems, light board programming and operation, etc. Cross-listed with FLM 108.

FLM 209 - Special Topics in Writing (1-3)

Unique courses that reflect special areas of research or interest by various faculty members and visiting lecturers. May be repeated for credit, up to 9 units.

FLM 210A - Cinema Production 1 (3)

Exploration and application of the use of digital cameras, lenses, and lighting techniques for cinematic storytelling.

FLM 210B - Cinema Production 2 (3)

Exploration and application of the use of digital cameras, lenses, and lighting techniques for cinematic storytelling.

Prerequisite: FLM 210A

FLM 211A - Cinematography 1 (3)

Advanced cinematography techniques utilizing professional cameras, lenses, and lighting in studio and location settings. Cross-listed with FLM 144A.

Prerequisite: FLM 210A

FLM 211B - Cinematography 2 (3)

Advanced cinematography techniques utilizing professional cameras, lenses, and lighting in studio and location settings. Cross-listed with FLM 144B.

Prerequisite: FLM 211A

FLM 212 - The Art of Lighting (3)

Focused curriculum on advanced techniques in the use of lighting for professional media. Cross-listed with PHO 8.

FLM 214A - Documentary Filmmaking 1 (3)

This course is for all students interested in Documentary Filmmaking and those seeking an understanding of its myriad forms. Students will review and analyze – through extensive readings and viewings – the evolution of the documentary film genre. Students will produce and direct their own short portrait documentary. Specific guidelines on choosing a compelling subject, interviewing and understanding how to use visual images to show a well-rounded story will be the focus. The goal is to facilitate the development of each student's unique cinematic voice through the exploration of a documentary idea that the student feels passionately about. Cross-listed with FLM 129A.

FLM 214B - Documentary Filmmaking 2 (3)

This course merges the critical study of documentary filmmaking with the hands-on construction of documentary narratives found in personal stories and local communities. Working closely with organizations and identifying topics of personal interest, students will have the opportunity to explore issues of concern to the community and themselves. Students complete an edited video as their final project. They will explore a range of documentary approaches to express both cultural/political realities through a personal point of view. In this course students will study documentary approaches as a tool for knowledge and action. Students will analyze documentaries that focus on major social issues, problems and solutions and how these films communicate a call to action within a story. Cross-listed with FLM 129B.

Prerequisite: FLM 214A

FLM 215A - Documentary Production Workshop A (3)

Student-driven. Group work. Collaborative teams work on group projects they conceive and produce with the

supervision of a faculty member or team. Cross-listed with FLM 130A.

Prerequisite: FLM 210A

FLM 215B - Documentary Production Workshop B (3)

Student-driven. Group work. Collaborative teams work on group projects they conceive and produce with the supervision of a faculty member or team. Cross-listed with FLM 130B.

Prerequisite: FLM 210A

FLM 218 - New Media (3)

Exploration of new forms of storytelling and evolving technology. Students develop material for non-traditional media applications and explore distribution strategies for story content in emerging media markets. Cross-listed with FLM 118.

FLM 219 - S.T. in Cinematography (1.0-3.0)

Unique courses that reflect special areas of research or interest by various faculty members and visiting lecturers. May be repeated for credit.

FLM 221A - Post-Production Audio 1 (3)

Exploration of the Pro Tools audio platform and advanced techniques of post-production sound. Led by an Avid Certified Instructor. Cross-listed with FLM 143A.

FLM 221B - Post-Production Audio 2 (3)

Exploration of the Pro Tools audio platform and advanced techniques of post-production sound. Led by an Avid Certified Instructor. Cross-listed with FLM 143B.

Prerequisite: FLM 221A

FLM 222A - Music for Visual Media 1 (3)

An introduction to digital Music for film and television, web sites, video games, and other interactive media. Exploration and analysis of music and its function in various forms of media. Coursework will include producing, recording, arranging and manipulating music for digital distribution using MIDI, loops, digital audio workstations and virtual instruments. Prior music experience is helpful though not required. Cross-listed with FLM 152A.

FLM 222B - Music for Visual Media 2 (3)

Further exploration of digital music for film and television, web sites, video games, and other interactive media. Exploration and analysis of music and its function in various forms of media. Coursework will include producing, recording, arranging and manipulating music for digital

distribution using MIDI, loops, digital audio workstations and virtual instruments. Cross-listed with FLM 152B.

Prerequisite: FLM 222A

FLM 225 - Audio Storytelling (3)

Exploration and application of the techniques and technology of producing fiction and non-fiction content through the medium of sound. Radio news packages, dramatizations, podcasting, interview techniques, soundscape creation, utilization of audio to tell a story for the theater of the mind. Cross-listed with FLM 115 and JRN 151.

FLM 229 - Special Topics in Audio (1.0-3.0)

Unique courses that reflect special areas of research or interest by various faculty members and visiting lecturers. May be repeated for credit.

FLM 230A - Editing 1: AVID 101 (3)

Instruction and hands on application of the techniques and theories of the art of editing with Avid's Media Composer software. Part one of a two course cycle for Avid certification. Led by an Avid Certified Instructor. Cross-listed with FLM 140A.

FLM 230B - Editing 2: AVID 110 (3)

Continued instruction and hands on application of the techniques and theories of the art of editing with Avid's Media Composer software. Part two of a two course cycle for Avid certification. Led by an Avid Certified Instructor. Cross-listed with FLM 140B.

Prerequisite: FLM 230A

FLM 231 - Darkroom Photography (3)

A laboratory and theory course that is concerned with a working understanding of a 35mm format camera, techniques of shooting, developing, and printing. Photo projects in this course will have an emphasis with issues dealing with contemporary society and social issues. This is a black and white course. The art department will loan 35mm cameras to students with a need. Carries an Art lab fee. Cross listed with ART 10 and PHO 10.

FLM 232 - Color Correction (3)

Exploration and application of the theories and techniques involved with color manipulation in the post-production process.

FLM 233 - Editing in Different Genres (3)

Examination and application of theories and approaches to editing across different genres. Cross-listed with FLM 183.

Prerequisite: FLM 230A

FLM 238A - Audio Production & Recording Principles 1 (3)

Students will engage in recording, mixing and producing professional audio for live performances and studio applications. Hands on instruction will include microphone placement and recording techniques with a variety of applications and instruments. Students will also work with hardware and software mixers equalizers, compressors, and FX units. Cross-listed with FLM 138A.

FLM 238B - Audio Production & Recording Principles 2 (3)

Students will engage in recording, mixing and producing professional audio for live performances and studio applications. Hands on instruction will include microphone placement and recording techniques with a variety of applications and instruments. Students will also work with hardware and software mixers equalizers, compressors, and FX units. Cross-listed with FLM 138B.

FLM 239 - Special Topics in Editing (3)

Unique courses that reflect special areas of research or interest by various faculty members and visiting lecturers.

FLM 240A - Producing 1 (3)

Management skills, strategies, and practices necessary to bring a media project from conceptualization, through production to the marketplace. Discussion includes issues related to working with creative talent, directors assistants, artistic teams, crew, and multiple other entities involved in the production process. Cross-listed with FLM 154A.

FLM 240B - Producing 2 (3)

Management skills, strategies, and practices necessary to bring a media project from conceptualization, through production to the marketplace. Discussion includes issues related to working with creative talent, directors assistants, artistic teams, crew, and multiple other entities involved in the production process. Cross-listed with FLM 154B.

Prerequisite: FLM 240A

FLM 241 - Film Marketing (3)

Exploration of the structures and techniques of marketing film and television content.

FLM 243 - Industry & Entertainment Seminar (3)

Survey course exploring the structure, standard practices, and business of the film and television industry.

FLM 249 - Special Topics in Producing (1.0-3.0)

Unique courses that reflect special areas of research or interest by various faculty members and visiting lecturers. May be repeated for credit.

FLM 250 - History of Film (3)

The purpose of the course is to examine the first one hundred year history of motion pictures as a global communication medium of culture, social trends, values and sentiments. Key films and filmmakers that developed and shaped cinematic storytelling are examined with a focus on their global impact. The transnational organizational, political, economic, and strategic dynamics involved in the history of this creative medium are also studied. Cross-listed with FLM 132.

FLM 251 - History of Animation (3)

Exploration of the development and history of 2D and 3D animation.

FLM 252A - Genre Studies: Noir (3)

Study of Film Noir, its characteristics and impact on film, television, and video games, and the social, political, and economic factors that led to its development.

FLM 252B - Suspense Horror & Mayhem (3)

A comparative exploration and analysis of the culture of fear and sensationalism as expressed and visualized through themes of suspense horror and Armageddon narratives, and how these genres reflect mass culture and influence individual and social behavior or act as agents of social change. Cross-listed with FLM 178.

FLM 252C - A History of Romance (3)

This course will explore the evolution of romance films from the earliest years of cinema to the present. The changing representation of gender the ideal types of the male and female romantic and as the major influence on social roles and expectations are examined. Cross-listed with FLM 179.

FLM 252D - From Graphic Novel to Screen (3)

This course explores cinematic adaptations of graphic novels and how they reflect issues in our society and promote social justice. Various forms of media will be analyzed including film television, video games and internet programming. Cross-listed with FLM 169.

FLM 252E - Science Fiction & Human Rights (3)

Both historically and contemporarily, the film genre of science fiction has been utilized to expose and explore significant human rights topics. These will be examined and analyzed for their continued relevancy to human rights issues

of our times. The Mount film program's Robert Harrington Film Collection will be used in this course. Cross-listed with FLM 177.

FLM 252F - Asian Cinema (3)

A survey of the films and filmmakers of Asian Cinema. Cross-listed with FLM 161.

FLM 252I - Cowboy Cinema (3)

The history of the Western film genre is central to the history of film and television, as well as American identity, culture, and ethics. A survey of seminal works in this genre will be viewed and analyzed. The Mount film program's Robert Harrington Film Collection will be used in this course. Cross-listed with FLM 149.

FLM 252J - Heroes, Villains, and Warriors (3)

The central place of the action drama in Hollywood, both historically and contemporarily are explored. In addition, the social and psychological impact of action cinema is analyzed. Cross-listed with FLM 158.

FLM 252P - The Silent Film (3)

This class explores the films and filmmakers of the silent film era. Cross-listed with FLM 185.

FLM 252Q - "Bollywood": Hindi Cinema (3)

Examination of the musical-based genre films of India. Cross-listed with FLM 186.

FLM 252R - Easy Riders & Raging Bulls: 1970s Indie Cinema (3)

Survey of the independent films of the 1970s, their aesthetics, messages and impact. Cross-listed with FLM 170.

FLM 252S - The Musical (3)

Examination of the cinematic interpretation and presentation of musicals. Cross-listed with FLM 164.

FLM 252T - French Cinema (3)

Examination of the historical context, styles and influence of French cinema. This course provides a survey of French film classics from the beginning of cinema in the late nineteenth century to the present day. The class queries both the notion of "French" or national cinema and the idea of the "classic" film. It asks how we define French cinema and what assumptions and processes turn a film into a "classic." As such we will learn about the history of film production, exhibition, reception, aesthetics, and theory. As we move chronologically, we'll study the material context of film alongside French society and culture. We'll watch popular

films alongside classic films, questioning what differentiates them. Cross-listed with FLM 104.

FLM 252U - Filmmakers of Color (3)

From Jordan Peele and Barry Jenkins, to Alfonso Cuarón and Patricia Riggen, this course explores the history of filmmakers of color from 1895 to the present. Cross-listed with FLM 175.

FLM 253 - Cinematic Language (3)

Explore the "big picture" of the filmmaking process, including the elements and key personnel involved with development, pre-production, production, post-production, and distribution.

FLM 254 - Film Criticism (3)

Study and development of the ability to critically and professionally analyze, discuss, and write about film.

FLM 255A - Feminine Identity and the Disney Film (3)

An exploration of the female roles in animated Disney films. Cross-listed with FLM 116.

FLM 255B - WWII & The Movies (3)

An examination of the films from 1940 to 1960. The emergence of Film Noir, the rise of suspense and the changes in American zeitgeist and American attitudes will be explored. Cross-listed with FLM 103.

FLM 255C - Women in the Directors Chair (3)

A focus on female directors throughout history, their films, stories, and impact. Cross-listed with FLM 105.

FLM 256A - Photography: Studio 1 (3)

Graduate level studio photography course, required for Photography Concentration.

FLM 256B - Photography: Studio 2 (3)

Graduate level studio photography course, required for Photography Concentration.

Prerequisite: FLM 256A

FLM 259 - Special Topics in Film Studies (3)

Unique courses that reflect special areas of research or interest by various faculty members and visiting lecturers.

FLM 260A - Acting 1 (3)

Techniques and skills of acting before a camera. Cross-listed with FLM 156A.

FLM 260B - Acting 2 (3)

Techniques and skills of acting before a camera. Cross-listed with FLM 156B.

Prerequisite: FLM 260A

FLM 262 - Acting for Stage & Motion Capture (3)

Fundamentals and techniques of acting for motion capture for stage, animation and video game characters. Cross-listed with FLM 166.

FLM 265A - The Film Auteur (3)

An exploration of the films, influence and contributions of a selected film auteur. Can be repeated for credit. Cross-listed with FLM 165A.

FLM 265B - The Film Auteur (3)

An exploration of the films, influence and contributions of a selected film auteur. Can be repeated for credit. Cross-listed with FLM 165B.

FLM 265C - The Film Auteur (3)

An exploration of the films, influence and contributions of a selected film auteur. Can be repeated for credit. Cross-listed with FLM 165C.

FLM 269 - Special Topics in Acting (3)

Unique courses that reflect special areas of research or interest by various faculty members and visiting lecturers. Cross-listed with FLM 113.

FLM 270 - After Effects (3)

Exploration and application of Adobe's After Effects software for visual effects and image manipulation.

FLM 273A - Visual Effects 1 (3)

Introduction and application of software used in special effects in film and television production. Cross-listed with FLM 153A.

FLM 273B - Visual Effects 2 (3)

Introduction and application of software used in special effects in film and television production. Cross-listed with FLM 153B.

FLM 274 - Post-Production (3)

The study and application of professional practices in post-production. Cross-listed with FLM 174.

FLM 275 - Advanced Retouching (3)

This course emphasizes advanced techniques in the use of image editing software to retouch digital images. Emphasis will be placed on the use of precision tools and the understanding of the subtleties of good facial retouching. Students will also explore image restoration and retouching of product and architectural images. Cross-listed with PHO 192.

FLM 279 - Special Topics in Digital Video Effects (1.0-3.0)

Unique courses that reflect special areas of research or interest by various faculty members and visiting lecturers. May be repeated for credit.

FLM 280A - Animation 1 (3)

Exploration and application of the technology and techniques of computer animation.

FLM 281 - Masters of Light (3)

Through lecture and visual presentations students are led through a survey of the masters of modern cine and still lighting. The course reveals insight into the critical thinking and creativity of award winning directors of photography and still photographers. Cross-listed with PHO 180.

FLM 282 - Imaging Time (3)

We are able to manipulate time through the use of specialized camera and editing techniques. Slow-motion shots can add emphasis and emotion to a video production. High-speed video capture can reveal events for scientific and engineering studies. Advanced time-lapse techniques can compress time. The methods covered in this course add a range of tools for enhancing the communication of our visual expressions. The class builds on concepts that are applicable to both still and motion cinematography. Cross-listed with PHO 182.

FLM 283 - Advanced Portrait Techniques (3)

Students learn the fundamentals of “mainstream” commercial portraiture. Applying traditional principles, this course works to establish confidence and control in lighting and posing, as well as final print production. Application of the principles of masculine and feminine posing, appropriate styling and props for portraiture and effective use of traditional lighting patterns and their significance in the modern marketplace will be emphasized. Cross-listed with PHO 191.

FLM 284 - Optics & Fine Art (3)

Exploration of the techniques and implementation of optics as related to fine art.

FLM 285A - Food and Beverage Photography (3)

This course engages students in the production of quality food and beverage photography in a professional environment. Topics include the areas of hot and cold foods, location and studio set-ups, and advertising and editorial differences. The workings of the food studio and the interaction between photographer and food stylist are presented through lecture and studio demonstration. Emphasis is given to research, preproduction and cost analysis that would prepare the student to meet the highest industry standards. Color theory and composition are emphasized. The class builds on concepts that are applicable to both still and motion cinematography. Cross-listed with PHO 112.

FLM 285B - Advanced Tabletop Photography (3)

An advanced tabletop photography course in which students will be expected to produce a body of work that would be consistent with highest industry standards. Through lecture and demonstration, traditional and alternative tabletop techniques may be employed to express one's personal vision. Guest lectures on a variety of current trends in tabletop photography are planned. An emphasis will also be placed on research, pre-production, cost analysis and marketing one's work. The class builds on concepts that are applicable to both still and motion cinematography. Cross-listed with PHO 113.

FLM 285C - Automotive Photography (3)

This course in the fundamentals of automotive photography includes lighting techniques, location shooting, and car preparation techniques. Students also visit top ranked automotive photographers and art directors to discuss their work in this field. Field trips to an automotive photography studio and a class shoot on location emphasize proper production and job cost procedures. The class builds on concepts that are applicable to both still and motion cinematography. Cross-listed with PHO 114.

FLM 285D - Advanced Advertising Photography (3)

Photography of people, places, and things in the advertising and editorial arena is emphasized. Specific subjects covered are fashion, people in advertising, and editorial portraiture and include studio and location assignments. The importance of design in creating effective imagery is given special attention along with critical thinking. Students learn to use words to trigger imagery. Cross-listed with PHO 174.

FLM 285E - Fashion Photography (3)

This advanced course helps the student understand the process of producing and executing a professional fashion shoot. Students have the opportunity to learn to work with

amateur and professional models, professional hair/makeup artists, and professional wardrobe stylists as part of a creative team. Specific attention is paid to lighting and processing techniques unique to contemporary fashion photography. The class builds on concepts that are applicable to both still and motion cinematography. Cross-listed with PHO 175.

FLM 285F - Sports Photography (3)

A comprehensive course covering the techniques, production, equipment, and marketing of action and adventure sports photography for editorial, advertising and stock clients. Topics covered will apply to all sports photography. Subjects and examples will emphasize action and adventure sports. Topics covered include: essential exposure, focusing, and camera handling techniques; equipment for sports photography (including telephoto lenses, specialized equipment, and remote cameras); safety; covering the event over which you have no control vs. the event which you can control; extreme shooting conditions; and professional practices (locations, model releases, editing, captioning, and submissions). The class builds on concepts that are applicable to both still and motion cinematography. Cross-listed with PHO 181.

FLM 285G - Architectural Photography (3)

This course engages students in the production of quality food and beverage photography in a professional environment. Topics include the areas of hot and cold foods, location and studio set-ups, and advertising and editorial differences. The workings of the food studio and the interaction between photographer and food stylist are presented through lecture and studio demonstration. Emphasis is given to research, preproduction and cost analysis that would prepare the student to meet the highest industry standards. Color theory and composition are emphasized. The class builds on concepts that are applicable to both still and motion cinematography. Cross-listed with PHO 190.

FLM 285H - Personality Photography (3)

This course introduces students to the world of the personality. Students should learn the process of how to get into the celebrity photography market, including understanding the process of getting, producing and executing a professional celebrity photo shoot. The course introduces students to working with celebrity publicists, managers and agents, as well as magazine editors, photo editors and art directors. Attention is given to working with creative team members including makeup artists, wardrobe stylists, hair stylists and prop stylists. Specific attention is paid to developing one's own personal style, lighting techniques, camera choices and format choices. Students are subjected to both studio and location environments. The class builds on

concepts that are applicable to both still and motion cinematography. Cross-listed with PHO 194.

FLM 285I - Wedding Photography (3)

This course is an introduction to professional wedding and event photography and emphasizes the process of image design for individuals, couples and groups, packaging, sales, marketing and presentation. The course presents both traditional and contemporary approaches to wedding/event photography, covering candid situations with a photojournalistic style. Assignments should generate images for presentation in the form of a wedding album portfolio. The class builds on concepts that are applicable to both still and motion cinematography. Cross-listed with PHO 188.

FLM 288A - Global Travel Experience (3)

Travel to iconic places around the world. Students will gain experience with different cultures, visit historic locations, study the art and styles of the region and develop their skills in a unique, global experience. May be repeated for credit, up to 9 units. Cross-listed with PHO 183A.

FLM 288B - Global Travel Experience (3)

Travel to iconic places around the world. Students will gain experience with different cultures, visit historic locations, study the art and styles of the region and develop their skills in a unique, global experience. May be repeated for credit, up to 9 units. Cross-listed with PHO 183B.

FLM 289 - Special Topics in Animation (1.0-3.0)

Unique courses that reflect special areas of research or interest by various faculty members and visiting lecturers. May be repeated for credit.

FLM 290A - Directing 1 (3)

Exploration of the multiple roles of the director, including coaching actors, building and maintaining a collaborative and efficient work environment on set and off. Cross-listed with FLM 160A.

FLM 290B - Directing 2 (3)

Exploration of the multiple roles of the director, including coaching actors, building and maintaining a collaborative and efficient work environment on set and off. Cross-listed with FLM 160B.

Prerequisite: FLM 290A

FLM 291 - Production Design (3)

This course introduces students to the importance of production design and art direction, and the areas, roles, and duties they encapsulate as they shape the visual approach to telling a cinematic story. Focus is given to the development

of the locations, colors, textures, space, and objects that are used in a scene, as well as the aesthetics of an actor's presentation, costume, and makeup. Cross-listed with FLM 190.

FLM 292 - Independent Project (1-3)

Independent study and project development guided by instructor/faculty. Cross-listed with FLM 176 and PHO 176. May be repeated for credit, up to 9 units.

FLM 293A - Production Workshop A: Writing (3)

Students write episodic content as part of a 3 semester professional web series experience. Student-driven. Group work. Collaborative teams work on group projects they conceive and produce with the supervision of a faculty member or team. Cross-listed with FLM 137C. May be repeated for credit.

Prerequisite: FLM 200A or CRW 214 or CRW 232 or have permission from the instructor

FLM 293B - Production Workshop B: On-Set Production (3)

Student-driven. Group work. Collaborative teams work on group projects they conceive and produce with the supervision of a faculty member or team. Cross-listed with FLM 193A and 193B. May be repeated for credit.

Prerequisite: FLM 210A

FLM 293C - Production Workshop C: Post-Production (3)

Student-driven. Group work. Collaborative teams work on group projects they conceive and produce with the supervision of a faculty member or team. Cross-listed with FLM 193C. May be repeated for credit.

Prerequisite: FLM 210A

FLM 294 - Special Topics in Photography (1-3)

Unique courses that reflect special areas of research or interest by various faculty members and visiting lecturers.

FLM 295 - Special Topics in Directing (3)

Unique courses that reflect special areas of research or interest by various faculty members and visiting lecturers.

FLM 296 - Independent Study (1-3)

Students independently explore specific areas of study and/or skills under the guidance of a faculty member. To enroll, students must fill out an Independent Study and Add/Drop Form and submit it to the Registrar's office. May be repeated for credit, up to 12 units.

FLM 297 - Internship (1-3)

Students serve in an approved internship. Cross-listed with FLM 197 and PHO 197. May be repeated for credit, up to 9 units.

FLM 298 - Capstone & Professional Readiness (1)

Students work with a faculty member to develop a substantive sample of their work appropriate to their chosen area of study. This portfolio or demo reel should demonstrate technical proficiency and an understanding of the critical and historical context of the theories, methods and techniques employed by their craft.

Prerequisite: Must complete FLM 299A and FLM 299B prior to enrolling in this course.

FLM 299A - Thesis 1 (4)

Thesis project development and production.

Prerequisite: FLM 210A, FLM 210B, FLM 221A and FLM 230A

FLM 299B - Thesis 2 (4)

Thesis project production.

Prerequisite: FLM 299A

FLM 299C - Thesis 3 (4)

Thesis project post-production/finishing.

Prerequisite: FLM 299A and FLM 299B

FRE - French**FRE 1 - Elementary French I (4)**

This course will teach listening, speaking, reading and writing skills with a focus on communication. Students will learn how to talk about themselves, their friends and family, their courses, their living situation, and their leisure-time activities in French. They will also be introduced to the cultures of the French-speaking world. GE 4A.

FRE 2 - Elementary French II (4)

This course continues to build upon the skills introduced in French 1. Students will advance in their listening comprehension, speaking, reading and writing abilities. They will learn how to describe and narrate past events, and will be introduced to the different countries of the francophone world. Prerequisite: FRE 1 or equivalent. GE 4B.

Prerequisite: Take FRE 1 or equivalent.

FRE 3 - Intermediate French III (3)

This course is the first semester of second year French, and it is designed to build upon the skills acquired in French 1 and 2. Students will develop a deeper knowledge of the French language and cultures. They will broaden their vocabulary and grammar skills, and expand their appreciation of many facets of today's French life. They will read authentic texts and excerpts from French literature. Prerequisite: FRE 2 or equivalent. GE 4B.

Prerequisite: Take FRE 2 or equivalent.

FRE 4 - Intermediate French IV (3)

This course is the last semester of second year French, and it is designed to deepen the students' knowledge of the French language and cultures. They will continue to read excerpts from literary texts, and explore the diversity of the French and francophone world. This course will provide a strong foundation for subsequent upper division work in French language and literature. Prerequisite: FRE 3 or equivalent. GE 4B.

Prerequisite: Take FRE 3 or equivalent.

FRE 33A - French Culture and Civilization (3)

This course offers a comprehensive approach, both historical and thematic, to better understand French culture today. Topics of discussion and analysis include highlights of major social and historical developments and of literary and artistic movements. These courses are given in English only through the Weekend College. GE 5C.

FRE 33B - French Culture and Civilization (3)

This course offers a comprehensive approach, both historical and thematic, to better understand French culture today. Topics of discussion and analysis include highlights of major social and historical developments and of literary and artistic movements. These courses are given in English only through the Weekend College. GE 5C.

FRE 50 - Special Topics (3)

This course fosters the exploration of special interest areas, such as Francophone Cinema or literature, French Cuisine, or French Philosophers, for instance. The course content is defined and announced when the course is offered. The course is taught in French and may be repeated for credit with change of subject. Prerequisite: FRE 124.

FRE 101 - French Writing Lab (3)

This course is an intensive training in writing. Students expand their vocabulary and they work structural patterns and style. Materials include exercises in rhetoric, in creative and argumentative writing. Students learn to organize their

ideas and to effectively communicate in writing. The course is taught in French. Prerequisite: FRE 4/104.

Prerequisite: FRE 4 or FRE 104

FRE 103 - Intermediate French III (3)

This course is the first semester of second year French, and it is designed to build upon the skills acquired in French 1 and 2. Students will develop a deeper knowledge of the French language and cultures. They will broaden their vocabulary and grammar skills, and expand their appreciation of many facets of today's French life. They will read authentic texts and excerpts from French literature. Prerequisite: FRE 2 or equivalent. GE 4B.

Prerequisite: FRE 2 or equivalent.

FRE 104 - Intermediate French IV (3)

This course is the last semester of second year French, and it is designed to deepen the students' knowledge of the French language and cultures. They will continue to read excerpts from literary texts, and explore the diversity of the French and francophone world. This course will provide a strong foundation for subsequent upper division work in French language and literature. Prerequisite: FRE 3 or equivalent. GE 4B.

Prerequisite: Take FRE 3 or equivalent.

FRE 112 - History and Civilization of France (3)

This course covers the major events and cultural movements of the history and civilization of France, spanning from the Middle Ages, the French Renaissance, the glory of Versailles, and the Enlightenment. Topics of discussion cover the development and enrichment of the French language, nation building, and the enlightenment. Materials incorporate literary and philosophical texts (for example, Du Bellay, Racine, Montesquieu, Diderot), films and works of art. The course is taught in French. Prerequisite: FRE 4 or FRE 104.

Prerequisite: FRE 4 or FRE 104

FRE 114 - Translation and Interpretation (3)

This course introduces students to the theory and mechanics for written translation and basic oral interpretation. Students translate texts both from French into English and English into French. Prerequisite: basic fluency in both languages.

Prerequisite: Basic fluency in both languages.

FRE 116 - Contemporary Culture and Politics (3)

This course traces cultural changes in contemporary France since the end of World War II. Topics of discussion include the birth and development of the European Union and the

role of France, the decolonization movement and its consequences, the social evolution and changes in France. Materials incorporate films, works of art, and literary and philosophical texts by Albert Camus, Jean-Paul Sartre and Franz Fanon, to name a few. This course is taught in French and may be repeated with change of subject. Prerequisite: FRE 124.

Prerequisite: FRE 124

FRE 118 - 18th Century Literature and Culture (3)

This course covers the Enlightenment period in France. The most important philosophers of the period will be studied: Voltaire, Montesquieu, Rousseau and Diderot. This course is taught in French. Prerequisite: FRE 124.

Prerequisite: FRE 124

FRE 119 - 19th Century Literature and Culture (3)

The nineteenth century has been called the Golden Age of French literature. This course studies authors who established the rules for Modern novelists, such as Balzac, Victor Hugo, Flaubert, and Emile Zola. Topics of discussion also include French Romanticism and post-romanticism with poets such as Charles Baudelaire and Arthur Rimbaud. Materials incorporate literary texts and works of art, including impressionistic paintings. Prerequisite: FRE 124.

Prerequisite: FRE 124

FRE 120 - Francophone Literature (3)

This course will study the rich and vibrant literature produced outside of Metropolitan France. Topics of discussion include colonization and decolonization, immigration issues, women role and status in society, overseas French territories. Materials incorporate literary works from writers such as Albert Memmi, Assia Djébar, Ousmane Sembène, or Édouard Glissant, films and works of art. This course is taught in French and may be repeated for credit with change of subject. Prerequisite: FRE 124.

Prerequisite: FRE 124

FRE 122 - Advanced Oral Expression (3)

This course is designed to develop students' oral expression. They learn to present a main argument, to lead a discussion, and to actively participate to a debate. Students expand their vocabulary, and ease with oral expression. Materials introduce students to current topics of interest in France and the Francophone world. This course gives students a global perspective on important topics such as women's issues and environmental issues. Prerequisite: FRE 4 or FRE 104.

Prerequisite: FRE 4 or FRE 104

FRE 124 - Intro to the Analysis of Literary Masterpieces (3)

This course introduces students to literary genres: poetry, tragedies, comedies and prose. Principles of literary analysis are applied to selected texts in poetry, theater, and prose. Materials include poems from La Pleaide, tragedies from Racine and Corneille, comedies from Moliere, and prose texts from different French and Francophone writers. Prerequisite: FRE 101.

Prerequisite: FRE 101

FRE 128 - 20th and 21st Century Culture and Literature (3)

From the Surrealists to the Nouveau Roman, this course focuses on some of the main French writers of the twentieth century, such as Albert Camus, Andre Malraux, Marcel Pagnol, and Natalie Sarraute. Various texts from Francophone literature are also discussed to underline the dialogue between authors of various backgrounds and their influence on each other. Topics of discussion include the questioning of literary forms and genres, and of self-image. Prerequisite: FRE 124.

FRE 130 - French for Health Professionals (3)

This course focuses on medical vocabulary with an emphasis on communication. Prerequisite: FRE 4 or FRE 104.

FRE 140 - French /Francophone Women Writers in Translation (3)

This course offers an overview of French and Francophone literature written by women throughout the centuries, with writers ranging from Claire de Duras, Simone de Beauvoir, Assia Djebar, Mariama Bâ and Colette. We will examine the narrative techniques that each of these writers uses to address issues of gender, sexuality and identity. Conducted in English, with readings in French for majors. Prerequisite only for majors: FRE 101. GE 5C or GE 5D.

Prerequisite: For majors: FRE 124

FRE 148 - French and Francophone Cinema (3)

This course present French and Francophone Cinema, from its early days and following its transformation through the 21st century. Topics of discussion cover the Films Noirs genre, the Nouvelle Vague, the New French Cinema, and the study of a specific French or Francophone director. The course is taught in French and may be repeated for credit with change of subject. Prerequisite: FRE 124.

Prerequisite: FRE 124

FRE 149 - Business French (3)

This course introduces French and Canadian business practices and culture. Topics of discussion include traditional businesses, career practices, communication skills, as well as cultural concepts particular to French businesses. Prerequisite: FRE 124.

Prerequisite: FRE 124

FRE 150 - Special Topics (3)

This course fosters the exploration of special interest areas, such as Francophone Cinema or literature, French Cuisine, or French Philosophers, for instance. The course content is defined and announced when the course is offered. The course is taught in French and may be repeated for credit with change of subject. Prerequisite: FRE 124.

FRE 190A - Internship (3)

Internship/cooperative experience programs in areas related to French culture or international business.

FRE 190B - Internship (3)

Internship/cooperative experience programs in areas related to French culture or international business.

FRE 191 - Senior Thesis (3)

This course is two-semester directed research project required for majors under the direction of a department faculty member. The topic of the thesis must be approved by the department chairperson. Students must enroll in their thesis course no later than the first semester of their senior year.

FRE 194 - Study/Travel (1.0-6.0)

This course offers pre-travel lectures and readings, as well as guided tours in the country which serve as basis for a study/travel program with each participant developing a project highlighting the travel experiences. May be repeated for credit.

FRE 196H - Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

FRE 198A - Directed Readings (3)

Directed readings selected from authors representative of significant literary periods.

FRE 198B - Directed Readings (3)

Directed readings selected from authors representative of significant literary periods.

FRE 199A - Independent Studies (1.0-3.0)

Directed research. For qualified students with the approval of the department.

FRE 199B - Independent Studies (1.0-3.0)

Directed research. For qualified students with the approval of the department.

FYS First Year Seminar**FYS 1 - First-Year Seminar Foundations (2)**

FYS 1 lays the foundation for a successful college experience with academic skills enrichment, community-building, personal exploration, and an understanding of University and community resources. Furthermore, students will explore their education as an opportunity to develop themselves and contribute to the world, while also examining what is needed to thrive throughout the University experience. Completion with at least a "C-" is required. (Graded) GE 1

FYS 1H - First-Year Seminar Foundations Honors (2)

Open only to students admitted to the Honors Program, FYS 1H lays the foundation for a successful college experience with academic skills enrichment, community-building, personal exploration, and an understanding of University and community resources. Furthermore, students will explore their education as an opportunity to develop themselves and contribute to the world, while also examining what is needed to thrive throughout the University experience. As a cohort of Honors Scholars, students in this course will collectively engage in a unified project rooted in the University's mission of building leadership skills and fostering a spirit to serve others. Completion with at least a "C-" is required. (Graded) GE 1

FYS 2C - Introduction to Integrated Scholarship: Community (2)

FYS Community will include coursework designed to develop each student's sense of responsibility along with the skills and knowledge necessary to serve the communities in which we live and work. Students will begin to critically analyze and apply disciplinary perspectives and contexts to the studies of communities in order to build a sense of responsibility and skills necessary to serve. Completion with at least a "C-" is required. Pre-requisite: FYS 1 (p. 325). (Graded) GE 1

FYS 2G - Introduction to Integrated Scholarship: Global Awareness and Understanding (2)

FYS Global Awareness and Understanding will involve coursework that enables students to analyze global systems, understand world cultures and events in historical or current

contexts, and value cultural differences. The U.S. may be a point of comparison, but it should not be the focus of the section. Students will begin to evaluate or apply modes of academic inquiry to historical and/or current global contexts. Completion with at least a "C-" is required. Pre-requisite: FYS 1 (p. 325). (Graded) GE 1

FYS 2S - Introduction to Integrated Scholarship: Spirit of the Founders (CSJs) (2)

FYS Spirit of the Founders will include coursework that deepens students' understanding of the Mission of the University and the spirit and charism of its founders, the Sisters of St. Joseph of Carondelet. Students will begin to engage the Catholic Intellectual Tradition as expressed in the CSJ Mission of serving God and Neighbor as one by analyzing and applying this knowledge to advance the core values of social justice, human rights, and engagement. Completion with at least a "C-" is required. Pre-requisite: FYS 1 (p. 325). (Graded) GE 1

FYS 2W - Introduction to Integrated Scholarship: Women and Gender (2)

FYS Women and Gender will include course work designed to empower and challenge students to strive for excellence, both as scholars and contributors to a more just society. In the section, students will begin to critically evaluate the role of women and gender in society. Completion with at least a "C-" is required. Pre-requisite: FYS 1 (p. 325). (Graded) GE 1

GER - Gerontology**GER 184 - Global Aging (3)**

This course will provide the foundational knowledge of working with a diverse aging population in the context of their social environment. It will engage the students' sociological imagination through a multisystemic viewpoint and deepen their understanding of the impact of the environment on individuals in the aging stage of their life course.

GER 188 - Caregiving and Adaptations for Elders (3)

This course addresses the multiple challenges caregivers must address in serving the needs of elders. Caregiving, service modalities, and care options are examined. In addition, environmental adaptations that provide optimal conditions for sustained independent living are presented.

GER 192 - Thanatology (3)

A multi-disciplinary and comparative approach to death and dying. The course focus will consist of historical and literary themes, along with cultural responses which have provided

understanding, coping, and meaning for the death and dying process.

GER 196H - Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

GER 197A - Gerontology Internship (3)

The application of the program of study through an internship experience. A minimum of 120 hours of on-site experience is required along with practicum attendance and participation. Internship site to be selected and mutually agreed upon by student and advisor. To be taken in senior year of study. Prerequisite: SOC 189 (p. 436).

GER 197B - Gerontology Internship (3)

The application of the program of study through an internship experience. A minimum of 120 hours of on-site experience is required along with practicum attendance and participation. Internship site to be selected and mutually agreed upon by student and advisor. To be taken in senior year of study. Prerequisite: SOC 189 (p. 436).

GER 198 - Readings in Gerontology (1.0-6.0)

Intensive and independent study in a field of special interest at the culmination of one's gerontology studies.

GER 199 - Special Studies (1.0-6.0)

A more advanced or specialized treatment of an area covered in the regular course list. May be repeated for credit.

GIS - Geographical Information Systems

GIS 110 - Fundamentals of GIS (3)

Introduction to fundamental concepts of geographical information science. Students will be introduced to technical and contextual knowledge for basic spatial analysis, including data gathering, analysis, and display through digital methods. Lab exercises will demonstrate these principles through hands-on experience with the dominant GIS software, ArcGIS Desktop.

GIS 119 - Urban Crisis Response and Management (3)

The course provides the understanding of motivations, dynamics, and control of urban crises due to terrorism, environmental catastrophes crowd control, urban emergency response, etc.

GIS 120 - Intermediate GIS (3)

Intermediate course on theories and application of geographical information science. Course will cover

fundamental concepts of database management, coordinate system management, spatial analysis, and data creation. Labs exercises will provide an introduction to spatial data structures and raster-based applications using ArcGIS Desktop.

GIS 125 - Geographic Information Systems And Problem Solving (3)

This course introduces students to Geographical Information Systems (GIS) as a problem solving tool. Students shall learn how to apply GIS to epistemology, investigating the differences between knowledge, belief and opinion. Students shall utilize GIS to research unanswered questions in the sciences as well as an instrument for making practical and/or sound decisions in life.

GIS 130 - Advanced GIS (3)

Course will cover advanced topics in geographic information systems. Students will investigate advanced concepts in geographic database design, spatial data analysis, web-based mapping, customized applications, advanced extensions in ArcGIS Desktop.

GIS 140 - Spatial Analysis (3)

This course exposes students to more advanced analysis techniques using GIS software, with an emphasis on using spatial data to examine real world issues and case studies.

GIS 150 - Remote Sensing (3)

This course explores how imagery is used in GIS to examine, analyze and classify environmental phenomena using aerial, satellite, LIDAR, and Landsat imagery. Students will also explore how these forms of remote sensing can be used to investigate changes in environmental and human populations over time.

GIS 170 - Advanced Spatial Modeling (3)

This course exposes students to advanced geospatial analysis techniques and workflows. Students will gain in depth knowledge of geoprocessing tools and functions, and will use ArcGIS ModelBuilder to replicate, build and create data models.

GIS 171 - Drug Trafficking (3)

This course offers an overview of drug trafficking, its history and its relationship with the epidemic of drug use and crime. Topics will focus on Latin American drug cartels, the Southeast Asian opium trade, and how technology has contributed to the evolution of the drug trade, particularly with respect to the Silk Road and other digital methods of drug sales. Other topics will include the history of the War on Drugs and the role of the Drug Enforcement Administration (DEA). Students will also gain hands-on

experience in learning how Geographic Information Systems (GIS) can be used to fight drug trafficking.

GIS 172 - Introduction to Data Management (3)

This course provides an introduction to GIS database structure, design and implementation. Students will use GIS software and database management tools to create and work with their own geodatabases. The course also covers concepts such as metadata, database integrity, naming conventions and data exportation.

GIS 182 - Demography (3)

This course focuses on the study of human population trends and patterns. We will examine the causes and consequences of population change, both on a national and on a global scale. We will explore fertility mortality, and migration rates, analyzing how these factors impact health, labor markets, economics, and cultural diversity in societies.

GIS 185 - Global Issues (3)

A study of the multiple interrelationships between political structure, political movements, socioeconomic development, environment, and global population change. From a global perspective, shifts in population composition, quality of life and resource management and availability, and how these societal conditions are influenced by such forces as political organization, international relations, religion, and environmental conditions, will be explored. Comparisons among these socioeconomic and political dimensions between developing and developed nation-states will be discussed along with the possible implications of globalization for the United States. GIS software will be the tool used to examine these issues.

GIS 194 - Community Health (3)

This course will explore the intersection of macro and micro social variables that influence the diet, health, nutrition, and well-being of communities and their members. Specific diseases health risks, and dietary needs will be examined as they reflect and interact with geography socioeconomic status, culture, ethnicity, and social interactions. GIS mapping will be used to illustrate and understand community health issues and outcomes. See SOC 194.

GIS 197 - Applied Internship (3)

Students will complete one semester's worth of applied internship in their field of interest through the supervision and guidance of a faculty member. Internship site is to be selected and mutually agreed upon by student and professor. May be retaken for credit (3-6 units)

GLP - Global Politics

GLP 109 - Global History of Women's Movements (3)

This course will examine the history of women's movements from a global perspective. (See HIS 109).

GLP 110 - History of Political Feminist Theory (3)

This course will explore the history of political feminist theory. (See HIS 110)

GLP 114 - The Politics of Democratization and Social Policy (3)

This course will introduce students to theories of democratization and the politics of economic development. The course will apply theories in democratization and comparative political development to social policy with an emphasis on gender issues. Comparative research methodology and policy analysis is integrated into the course as a part of discussion on the epistemology of methodological choices and outcomes. GE 6B when linked with BIO 155, GE 6B when linked with BIO 156, or GE 5C or GE 5D.

GLP 128 - Politics of Globalization and Interdependence (3)

An assessment of globalization and interdependence, and the challenges they pose to the governments of nation-states since the end of World War II. Topics include the global economy and trade, the challenges to national cultural identities and sovereignty, the role of technological advancements, and integration. (See POL 128) GE 5C or GE 6 unlinked.

GLP 131 - International Relations Theory (3)

A general survey of the institutions considerations, and ideologies involved in the formation and execution of foreign relations within a world context. Special attention is placed upon international agencies such as the United Nations and non-governmental organizations. (See POL 131)

GLP 135 - Selected Topics in International Organizations (0.0-3.0)

Examines the various ways in which international organizations are used to promote the domestic and global interests of international actors. Particular emphasis is placed on promotion and maintenance of world order. (See POL 135) May be repeated for credit.

GLP 140 - International Health and Population Displacement (3)

The purpose of this course is to examine the causes for migration and displacement, the health outcomes of

migrating on displaced peoples, the various factors that lead to their differential health outcomes, and explore a policy analysis process that might generate new as well as evaluate existing methods of intervention to improve those health outcomes. This will be achieved through proposing new intervention and policy proposals and critically analyzing existing programs and policy. Building upon students learning of social determinants of health, this course aims to focus on the particular determinants that link health outcomes to place. Further, we will explore how social determinants can explain and provide a point of entry to improve the health outcomes of displaced populations.

GLP 141 - Health and Human Rights (3)

In this course we will explore the ways that human rights violations affect health outcomes, the history of how people came to link human rights and health, and the challenge practitioners have had in operationalizing this approach to address the true sources of health disparities and poor health outcomes among vulnerable populations and to help pursue global health justice. To aid in gaining this knowledge, this course will use qualitative research of local health and human rights issues to embody the larger challenge practitioners face in addressing these problems.

GLP 147 - Women and Development (3)

Analyzes the impact of development policies on women in developing countries. Topics include the status of women in traditional societies, the gendered allocation of resources, and the informal economy. (See POL 147) GE 5C or GE 5D

GLP 148 - Refugees and International Migration (3)

Examines the politics of mass migration across state borders or within nation-states. Cases studied include forced relocation, refugees of war, and different forms of legal and illegal immigration including the international trafficking of persons. (See POL 148)

GLP 151 - Humanitarian Intervention (3)

An analysis of the issues that provoke humanitarian concerns such as civil strife poverty, epidemics and famine. The development of norms of humanitarian intervention will be a focus of this course. (See POL 151)

GLP 187 - Gender in a Global Context (3)

This course will examine gender issues, politics and movements across time and regions. (See HIS 187)

GLP 193 - Current Topics in Globalization (1.0-3.0)

This is a survey course designed to cover current issues and themes in the globalization debate. May be repeated for credit.

GLP 194 - Current Topics in Women's Studies (3)

This is an upper division course designed to explore new issues and debates in global women's studies. (See HIS 194) May be repeated for credit.

GLP 198 - Global Politics: Learning in Global Context (3)

Students are required to complete study abroad/experiential learning trip/internship and complete a research paper analyzing their experience within the framework of the their academic coursework.

GLP 199A - Senior Project: Independent Research Project (3)

Senior project course designed with the goal of creating interest in research related fields deepening critical thinking skills, demonstrating an mastery of the theoretical approaches in the field, and connecting theory and policy. This is a capstone semester. This course may be repeated once, by GLP advisor approval.

GSC - Geospatial Criminology

GSC 151 - Research Techniques of Criminology (3)

Students will learn how to incorporate spatial thinking, GIS technology, and criminology theory into research designs and analysis. Topics will include research design and digital data sources to understand as they apply to criminological research. A research project will be undertaken.

GSC 159 - Cartography of Crime (3)

This course builds upon a geospatial foundation to examine different cartographic styles. Focus will be on map drafting, symbolization, and compilation using police data from Los Angeles and the nation. Students will learn small and large-scale topography and learn to interpret the data visually. Final project will entail students creating a series of crime maps that examine a specific area or type of crime. Prerequisite: GIS 110 and GIS 120.

GSC 171 - Drug Trafficking (3)

This course offers an overview of drug trafficking, its history and its relationship with the epidemic of drug use and crime. Topics will focus on Latin American drug cartels, the Southeast Asian opium trade, and how technology has contributed to the evolution of the drug trade, particularly with respect to the Silk Road and other digital methods of drug sales. Other topics will include the history of the War on Drugs and the role of the Drug Enforcement Administration (DEA). Students will also gain hands-on experience in learning how Geographic Information Systems (GIS) can be used to fight drug trafficking.

GSC 182 - Demography (3)

This course focuses on demography, the study of populations. We will examine the causes and consequences of population change, both on a national and global scale. By exploring fertility, mortality, and migration rates, we will analyze how these factors impact health, distribution, composition, and labor markets in societies. The course is comprised of lectures and class discussions, with a focus on current and potential policy. As well, students will be introduced to demographic databases and use mapping technology to develop practical skill sets. Cross-listed with GIS 182.

GSC 197 - Capstone Experience (3)

The application and integration of the major's program of study through a field work experience, demonstrating mastery of the major scholarly theoretical schools in the field; and, the development of a professional portfolio, which includes a resume, professional plan, a theory application paper, and completed original research project. Internship site is to be mutually agreed upon by student and professor. Taken in senior year.

GSC 197A - Internship (3)

Students will complete one semester's worth of applied internship in their field of interest, through the supervision and guidance of a faculty member. Internship site is to be selected and mutually agreed upon by student and professor.

GSC 197B - Internship (3)

Students will complete one semester's worth of applied internship in their field of interest, through the supervision and guidance of a faculty member. Internship site is to be selected and mutually agreed upon by student and professor. Prerequisite: GSC 197A.

HCP - Health Care Policy

HCP 15 - Introduction to Research Methods (3)

This course introduces students to the methods of social science research. Students learn to think like a researcher, frame a research question, and conduct a literature review. Students also gain an introduction to qualitative and quantitative methodologies.

HCP 112 - Healthcare Law and Policy (3)

This course examines federal and state law governing healthcare, analyzes competing policy preferences pertaining to healthcare, and explores the political implications of the development and implementation of healthcare law and policy. This course is required for Healthcare Policy majors. This course is cross-listed as POL 112 and may be taken as

upper division credit toward the Political Science major, and the Pre-Law minor.

HCP 155 - Politics of Women's Health Care in California (3)

This course examines how public policy is debated in the state of California with a focus on women's healthcare. In this class we will examine these contentious real world issues through a series of mock committee hearings, which will allow students to role play interest groups and legislators in determining how to craft policy that best suits the needs of California women.

HCP 157 - Conflict in American Medicine: AIDS as a Case Study (3)

This course provides the student with an overview of the U.S. health care system, its components, and the policy challenges created by its organization. Using the history of HIV and its care, control, and prevention in the United States, this course explores the major health policy institutions in the United States, important issues that cut across institutions, and the challenges that coordination of care, quality of care, the structure of the delivery system, and the politics of health have on issues like HIV and the communities it affects.

HCP 158 - Ethics in Health Policy (3)

This course is designed to familiarize students with the ethical nature and dilemmas of public health and health policymaking in American society. Students examine a number of basic moral controversies in the health policy field, focusing on different frameworks for thinking about justice and the ends of medicine and public health. We will explore what it takes to become a person who is able to think and act morally about health care and about other important matters in the public sphere.

HCP 189 - History of Medicine (3)

This course examines the development of medicine in the West from the ancient world through to the 21st century. The following topics will be examined: the history of the evolution of the concepts of health, illness, and disease causation in the West over the past three millennium; the historical development of Western biomedicine and the modern medical sciences; the development of public health from the Roman empire through to the twentieth century; the histories of various forms of medical practitioners including physicians, midwives, and nurses; the histories of medical institutions over the past millennium focusing on hospitals and asylums; and the history of health care and the

medical sector in the United States. GE 5C or GE 6
unlinked.

HCP 193A - Studies in Selected Healthcare Policy Topics (3)

Each course will reflect special areas of research by various faculty members and visiting lecturers. The particular areas of study will be announced in the semester schedules.

HCP 193B - Studies in Selected Healthcare Policy Topics (3)

Each course will reflect special areas of research by various faculty members and visiting lecturers. The particular areas of study will be announced in the semester schedules.

HCP 193C - Studies in Selected Healthcare Policy Topics (3)

Each course will reflect special areas of research by various faculty members and visiting lecturers. The particular areas of study will be announced in the semester schedules.

HCP 193D - Studies in Selected Healthcare Policy Topics (3)

Each course will reflect special areas of research by various faculty members and visiting lecturers. The particular areas of study will be announced in the semester schedules.

HIS - History

HIS 1A - Western Civilization (3)

An historical study of the major elements in human heritage designed to introduce the student to the ideas, attitudes, and institutions basic to western civilization. GE 5C.

HIS 1B - Western Civilization (3)

An historical study of the major elements in human heritage designed to introduce the student to the ideas, attitudes, and institutions basic to western civilization. GE 5C.

HIS 3 - World History (3)

A global perspective on world history, focusing on the major civilizations & their interaction with the environment.

HIS 5 - European Leaders and Ideas in Ferment And Flux (3)

A study of the major people and forces which shaped Europea culture and institutions from the mid-19th century to the present.

HIS 6 - American Cultural History (3)

An historical perspective on American cultural practices, values, and patterns of representation, focusing not only on

"highbrow" sources such as Emerson's essays, but also on movies, music, cartoons, advertising images, and other forms of expression taken from popular culture. Topics include American humor, gender relations, African-American culture, civil religion, the Emersonian tradition, and the West as symbol and myth.

HIS 25 - Cultural and Historical Geography (3)

A survey of the basic cultural elements of geography, of their correlation with the physical elements, and of the geographic factors basic to the study of history and the social sciences.

HIS 27 - History of 20th Century Europe (3)

This course will examine how two world wars and the dramatic and far reaching Russian Revolution have shaped the first half of the twentieth century while the second half witnessed the blooming of the European Union and the disintegration of the U.S.S.R. Within this European historical context we will survey the major intellectual and cultural movements that have informed our still young twenty first century.

HIS 45 - Europe from the Renaissance to the Enlightenment 1300-1789 (3)

Students are invited to probe the intellectual and artistic flowering of the Renaissance as well as its political and economic foundations further investigation will focus on the intellectual, social, religious and political complexities of the Reformation era as well as its major religious and political personalities. The European search for security and the effort to reconcile the Old Regime with the New Science of the Enlightenment. An examination of the attempts to maintain the political balance and growth of forces leading to the modern world.

HIS 75 - Contemporary America (3)

American life since 1945, national and international problems, the place of the United States in world affairs, and the changing mores of American society.

HIS 93A - Studies in Selected Historical Problems/Topics (3)

This course will reflect special areas of research by various faculty members and visiting lecturers. The particular areas of study will be announced in the semester schedules. May be repeated for credit.

HIS 93B - Studies in Selected Historical Problems/Topics (3)

The course will reflect special areas of research by various faculty members and visiting lecturers. The particular areas of study will be announced in the semester schedules. May be repeated for credit.

HIS 93C - Studies in Selected Historical Problems/ Topics (3)

The course will reflect special areas of research by various faculty members and visiting lecturers. The particular areas of study will be announced in the semester schedules. May be repeated for credit.

HIS 93D - Studies in Selected Historical Problems/ Topics (3)

The course will reflect special areas of research by various faculty members and visiting lecturers. The particular areas of study will be announced in the semester schedules. May be repeated for credit.

HIS 101 - Historical Methods and Historiography (3)

An examination of modern research and writing methods emphasizing needed skills in preparing research papers. Evaluation of the most significant historians and historical works. Required for history majors.

HIS 102 - Constructing the History of the United States (3)

This course raises questions about how history is written, whose stories are deemed worthy of telling, and how historical narratives can be used to limit or support social justice. Its purpose is to prepare responsible citizens, parents, community members, and future teachers to use analytical skills to advocate for high-quality instruction in their local schools. Focusing on the time period between European exploration and the beginning of the 20th century, students will analyze the themes and supporting details provided in social studies/history textbooks produced for California's fifth grade classrooms. Course participants will evaluate the historical view provided and consider the potential consequences for individuals, communities, and the nation. Topics investigated include European exploration, settlement, westward movement, Colonial rule, African slavery, the War for Independence, the Civil War, Reconstruction, and patterns of immigration and migration, among others. This course, while designed for future educators, provides perspectives useful for anyone who cares about how children are taught in United States' schools, including parents, siblings, and community advocates. GE 6B when linked with ENG 103 (p. 300) or GE 5B.

HIS 103 - World History (3)

A global perspective on world history, focusing on the major civilizations and their interaction with the environment.

HIS 104 - History and Film (3)

An exploration between film and the past that focuses on how film constructs history and how history can be approached through the study of history.

HIS 106 - American Cultural History (3)

An historical perspective on American cultural practices, values, and patterns of representation focusing not only on "highbrow" sources such as Emerson's essays, but also on movies, music cartoons, advertising images, and other forms of expression taken from popular culture. Topics include American humor, gender relations African-American culture, civil religion, the Emersonian tradition, and the West as symbol and myth.

HIS 107 - History of Women in Europe Finding a Voice (3)

A survey, from the period of late Roman antiquity through the Christian Middle Ages, of Western perspectives about women written by men as well as "counter-perspectives" written by women themselves. The lives and writings of key women and their contributions to the history of women and modern feminist thought are highlighted including Hroswitha, Hildegard, Heloise, Marie de France, Julian of Norwich, Margery of Kempe Christine de Pisane.

HIS 109 - Global History of Women's Movement (3)

This course will examine the history of women's movements from a global perspective. (See GLP 109)

HIS 110 - History of Political Feminist Theory (3)

This course will explore the history of political feminist theory. (See GLP 110)

HIS 111 - Native American History (3)

An introduction to the varied historical experiences of the diverse nations native to North America from the pre-colonial period to the present.

HIS 112 - World Economic History (3)

This course will offer a unified explanation for the growth of Western Europe from A. D. 900 to 1900, with particular emphasis on the evolution of economic institutions. These institutions include property rights and wage labor. (See ECO 112)

HIS 113 - History and Civilization of Spain (3)

A study of the social, cultural and political history of Spain with an emphasis on the values and institutions which have created modern society in Spain. (See SPA 112)

HIS 114 - Ancient Civilizations (3)

A study of the history, society, literature and religion of the peoples of ancient Egypt, Israel and Mesopotamia. The course covers the dawn of civilization up to the coming of Alexander the Great with emphasis on the influence and contributions of the ancient Near East on the development of "Western" civilization.

HIS 115A - History of Political Theory (3)

An examination of the major theorists of political theory from antiquity to the middle of the nineteenth century. Special emphasis will be placed on the writings of such seminal figures such as Plato, Aristotle, Machiavelli, Hobbes Locke and Rousseau. (See POL 115A/POL 115B)

HIS 115B - History of Political Theory (3)

An examination of the major theorists of political theory from antiquity to the middle of the nineteenth century. Special emphasis will be placed on the writings of such seminal figures such as Plato, Aristotle, Machiavelli, Hobbes Locke and Rousseau. (See POL 115A/POL 115B)

HIS 116 - Classical Civilization (3)

The development of ancient Greece from the Bronze Age through the Hellenistic Ages. The rise of Rome, its rule of the Mediterranean, and its role as transmitter of the Greek heritage.

HIS 118 - The World of Medieval Europe 500-1300 (3)

An Exploration of the forces, institutions, and people of the late Roman Empire, the emerging Christian Church, and the Germanic tribes which fused together to create the foundations for Western European civilization.

HIS 119 - History of the American West (3)

An examination of myth and reality concerning the American frontier experience. Emphasis is placed on the multicultural nature of the American West and on the role and experience of women in settling it.

HIS 120 - The Sixties (3)

An examination of the foreign policy, domestic politics, and social and cultural developments of the 1960s. Topics include the Vietnam War, the student, civil rights and anti-war movements, the counterculture, second-wave feminism, and the New Right.

HIS 123 - American Revolutions (3)

Focuses on period that constituted major turning points in the history of the United States including the Revolutionary period and early Republic, the Civil War and its aftermath FDR's New Deal, and the sixties.

HIS 124 - History of the Middle East (3)

An examination of the development of major Islamic civilizations to the emergence of the contemporary nation states. Emphasis on the origins of the Turkish-Christian and Arab-Jewish conflicts.

HIS 126 - Department Seminar (3)

This course is limited to juniors and seniors and provides an in-depth examination into an historical topic. Research and writing skills are emphasized, a major research paper is required. Prerequisite: HIS 101.

HIS 127 - History of 20th Century Europe (3)

This course will examine how two world wars and the dramatic and far reaching Russian Revolution have shaped the first half of the twentieth century while the second half witnessed the blooming of the European Union and the disintegration of the U.S.S.R. Within this European historical context we will survey the major intellectual and cultural movements that have informed our still young twenty first century.

HIS 130 - Colonial Latin America (3)

A survey of Latin America from the period of conquest and colonization through the nineteenth century movements for independence.

HIS 131 - History of Religion in North America (3)

An historical survey of the North American religious experience from colonial times to the present. Topics include African-American religion, Puritanism, evangelical revivalism religion and politics in antebellum reform Mormonism, Spiritualism, and New Thought religion's response to urbanization industrialization, immigration, religion and science, religion and politics from the radicalism of the 1960s to the neoconservative evangelism of the contemporary period, New Age religion, and women and religion. Although the course emphasizes Christianity, it includes brief examinations of the historical experience of Native Americans, Jews and Muslims.

HIS 132 - Civil Liberties (3)

A critical study of the evolution of civil rights in the United States.

HIS 133 - Political Biography (3)

History approached through the biographies of major political, social, and cultural actors American and non-American.

HIS 145 - Europe from the Renaissance to the Enlightenment 1300-1789 (3)

Students are invited to probe the intellectual and artistic flowering of the Renaissance as well as its political and economic foundations. Further investigation will focus on the intellectual, social, religious and political complexities of the Reformation era as well as its major religious and political personalities. The European search for security and the effort to reconcile the Old Regime with the New Science of the Enlightenment. An examination of the attempts to maintain the political balance and growth of forces leading to the modern world.

HIS 146 - Europe: The Age of Revolution and Nationalism 1789-1871 (3)

A study of class conflicts, culture and nationalism in the period from the beginning of the French revolution to the unification of Italy and Germany and the Commune of Paris. The intellectual and artistic achievements of figures such as Goya, Beethoven, Stendal, Darwin, Marx and Wagner will be treated in relation to the political, social, and cultural trends of this period.

HIS 147 - Europe: The Age of Imperialism and Totalitarianism 1871-1945 (3)

The history of Europe in the German era from the establishment of the Second Reich to the collapse of the Third. A study of society and culture in nations preparing for and conducting total war. The intellectual and artistic achievement of figures such as Nietzsche, Freud, Mann, Nijinsky, Orwell, and Picasso will be treated in relation to the political and intellectual currents of the period.

HIS 150 - An Introduction to Asian History (3)

Introduction to the major themes in the social, cultural, religious, and political development of Asia, principally India, China, and Japan. Examines and compares the history of these civilizations from pre-history to the early twentieth century.

HIS 151 - Advanced Studies in the History of Modern Japan (3)

An examination of the rapid transition of the feudal Japan of the Shogun to the modern technological state. This course will probe the events that brought changes in government, family, religion, education, industry and foreign relations from 1600 to 1952. (See POL 152A)

HIS 152 - Advanced Studies in the History of Modern China (3)

An emphasis on the development of Modern China through a biographical approach. Personalities such as the Empress

Dowager, Sun Yat-sen, Mao Tse Tung and others will provide insights into the evolution of the Chinese State.

HIS 154 - The History of Modern Mexico (3)

This course on Modern Mexico examines the social, cultural, political and economic forces that have shaped contemporary Mexico.

HIS 162 - History and Civilization of Latin America (3)

A survey of pre-Columbian and Latin American social and cultural history, with stress on the values and institutions which have created modern society in the Latin American world.

HIS 165 - History of the Spanish-Speaking People Of the United States (3)

A study of the Spanish-speaking peoples in the United States today. The history, contemporary status, and emerging future of the Mexican Americans, with attention to the Puerto Ricans, Cubans, and other communities of importance to Southern California.

HIS 171 - The United States From Colony to Republic 1607-1800 (3)

The American Revolution, Confederation, and Union under the Constitution, the social, economic, and cultural development of the United States to 1800.

HIS 172 - The Kennedys (3)

Traces the history and influence of one of the dynastic families in American politics, the Kennedys. It focuses especially on President John F. Kennedy and Senators Robert Kennedy and Edward (Ted) Kennedy and pays particular attention to the assassinations of JFK and RFK. The contributions of the Kennedy women also are covered.

HIS 173 - The United States in the 19th Century (3)

Social, economic, political development from the early national period through the Gilded Age, with special emphasis on the Civil War including the underlying causes of the conflict and its consequences for American civilization.

HIS 174 - Hitler and the Third Reich (3)

Examines the rise and fall of Nazism in Germany from the 1930s to the end of World War II. In addition to biographies of top officials including Adolph Hitler, special attention is paid to the development of the "final solution" that resulted in the Holocaust.

HIS 175 - The U.S. in the 20th Century (3)

United States social, economic, political and cultural development from the Progressive Era to the present, including World Wars I and II Korea and Vietnam, the Great Depression, the Cold War, Women's suffrage, the Civil Rights Movement, and the globalization of American culture during "The American Century."

HIS 176 - The Harlem Renaissance (3)

Examines the cultural flowering of African American literature, art and music in New York's Harlem in the 1920s. The course focuses on the works of major poets, novelists, artists, and leaders in the context of race relations of the period. GE 5B.

HIS 178 - Diplomatic History of the United States (3)

A survey of the factors entering into the formation and the carrying out of American foreign policy, with emphasis on twentieth century developments and post World War II problems.

HIS 179 - Constitutional History of the United States (3)

A study of the U.S. Constitution and Supreme Court decisions interpreting issues of separation of powers, judicial review, the Commerce Clause and the Tenth Amendment. Prerequisite: POL 1.

HIS 180 - Current Constitutional History (3)

A study of the U.S. Constitution and Supreme Court decisions focusing on the Bill of Rights as applied to both federal and state jurisdictions. Prerequisite POL 1.

HIS 181 - Modern Presidential History (3)

A study of 20th Century presidents and how their personalities and styles of leadership influenced political trends. A comparative analysis of crises and leaders will be the major emphasis.

HIS 184 - Radicalism and Dissent (3)

A look at American history and society through the eyes of those on the margins, including religious "come-outers " Wobblies, anarchists sixties radicals and flower children, and contemporary eco-terrorists.

HIS 185A - African American History: American Slavery 1619-1865 (3)

Slavery as an economic and social institution from its introduction to the English colonies in 1619 to its abolition following the Civil War in 1865.

HIS 185B - African American History: Emancipation To the Modern Era (3)

Social, political, economic and cultural history of African Americans, with emphasis on how African Americans achieved legal and political equality with the American system. African America cultural expression, Black Nationalism, and changing race relations throughout the history of the United States.

HIS 185C - Race and Racism in American Life and Thought (3)

The evolution and role of race constructs in American social and intellectual history including law and politics, art and the media and evolving social mores from Colonial America to the late 20th Century.

HIS 186 - Gender in American Life and Thought (3)

The evolution and role of gender constructs in American social and intellectual history including law and politics, art and the media and evolving social mores from Colonial America to the late 20th Century.

HIS 187 - Gender in a Global Context (3)

This course will examine gender issues, politics and movements across time and regions. (See GLP 187)

HIS 188 - California History (3)

Social, economic, cultural, and institutional development of California through the Spanish Mexican, and American periods.

HIS 189 - History of Medicine (3)

This course examines the development of medicine in the West from the ancient world through to the 21st century. The following topics will be examined: the history of the evolution of the concepts of health, illness, and disease causation in the West over the past three millennium; the historical development of Western biomedicine and the modern medical sciences; the development of public health from the Roman empire through to the twentieth century; the histories of various forms of medical practitioners including physicians, midwives, and nurses; the histories of medical institutions over the past millennium focusing on hospitals and asylums; and the history of health care and the medical sector in the United States. GE 5C or GE 6 unlinked.

HIS 191 - Major Issues in the United States Women's History (3)

A topical study of women's struggle and evolving role in American life throughout American history. Among the areas considered are politics and public life, economics and

business, art and culture, family relationships, gender roles and expectations, and the race/gender nexus. GE 5D.

HIS 192A - Women of Color in the U.S. (3)

This course explores the experiences of women of color in the United States through history literature, and film. Each semester the course focuses on a single group of women of color. The course may be repeated for credit.

HIS 192B - Women of Color in the U.S. (3)

This course explores the experiences of women of color in the United States through history literature, and film. Each semester the course focuses on a single group of women of color. The course may be repeated for credit.

HIS 192C - Women of Color in the U.S. (3)

This course explores the experiences of women of color in the United States through history literature, and film. Each semester the course focuses on a single group of women of color. The course may be repeated for credit.

HIS 193A - Studies in Selected Historical Problems/ Topics (3)

Each course will reflect special areas of research or interest by various faculty members visiting lecturers. The particular areas of study will be announced in the semester schedules. May be repeated for credit.

HIS 193B - Studies in Selected Historical Problems/ Topics (3)

Each course will reflect special areas of research or interest by various faculty members and visiting lecturers. The particular areas of study will be announced in the semester schedules. May be repeated for credit.

HIS 193C - Studies in Selected Historical Problems/ Topics (3)

Each course will reflect special areas of research or interest by various faculty members and visiting lecturers. The particular areas of study will be announced in the semester schedules. May be repeated for credit.

HIS 193D - Studies in Selected Historical Problems/ Topics (3)

Each course will reflect special areas of research or interest by various faculty members and visiting lecturers. The particular areas of study will be announced in the semester schedules. May be repeated for credit.

HIS 194 - Current Topics in Women's Stud (3)

This is an upper division course designed to explore new issues and debates in global women's studies. (See GLP 194) May be repeated for credit.

HIS 196H - Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

HIS 197A - Readings in Historical-Literature (1-3)

Individual programs of reading on significant historical topics or fields. Designed to acquaint the student with pertinent books of the past and present. May be repeated for credit.

HIS 197B - Readings in Historical-Literature (1-3)

Individual programs of reading on significant historical topics or fields. Designed to acquaint the student with pertinent books of the past and present. May be repeated for credit.

HIS 197C - Readings in Historical-Literature (1-3)

Individual programs of reading on significant historical topics or fields. Designed to acquaint the student with pertinent books of the past and present. May be repeated for credit.

HIS 198 - Internship in Public History (3)

Students serve a supervised internship in a selected museum or public history site.

HON - Honors Program

HON 198A - Honors Capstone (1)

Open only to students admitted to the Honors Program, the Honors Capstone Seminars are courses designed to guide Honors Scholars in their final requirements of the Honors Program. These courses must be taken consecutively. The Honors Capstone course ordinarily should be taken in the students' sophomore or junior year, though it may be done during the senior year in some circumstances. In alignment with Mount Saint Mary's University's Mission Statement, the Honors Capstone is designed to build upon our Honors Scholars' academic and leadership skills as a means to foster the Mount's spirit to serve by responding to current issues our local and global communities are facing. During this course, Honors Scholars will collectively select an issue or topic to explore and execute a project from start to finish as a means to incorporate a service learning component to increase awareness and or influence change. Upon the completion of the Honors Capstone, students will be working towards submitting proposals for consideration into the Mount Academic Symposium.

HON 198B - Honors Capstone (1)

Open only to students admitted to the Honors Program, the Honors Capstone Seminars are courses designed to guide Honors Scholars in their final requirements of the Honors Program. These courses must be taken consecutively. The Honors Capstone course ordinarily should be taken in the students' sophomore or junior year, though it may be done during the senior year in some circumstances. In alignment with Mount Saint Mary's University's Mission Statement, the Honors Capstone is designed to build upon our Honors Scholars' academic and leadership skills as a means to foster the Mount's spirit to serve by responding to current issues our local and global communities are facing. During this course, Honors Scholars will collectively select an issue or topic to explore and execute a project from start to finish as a means to incorporate a service learning component to increase awareness and or influence change. Upon the completion of the Honors Capstone, students will be working towards submitting proposals for consideration into the Mount Academic Symposium.

HON 199A - Honors Thesis (1)

Open only to students admitted to the Honors Program, the Honors Thesis Seminars are courses designed to guide Honors Scholars in their final requirements of the Honors Program. These courses must be taken consecutively. The Honors Thesis course ordinarily should be taken in the students' senior year, though it may be done sooner in some circumstances. The Honors Thesis will allow students to use their accumulated skills and knowledge to execute an individual original research study or produce an original creative piece from an interdisciplinary perspective. The execution of the Honors Thesis will vary dependent on the students' academic preference in collaboration under the mentorship and supervision of faculty readers. Upon the completion of the Honors Thesis, students present their Honors Thesis to the greater University community in an oral presentation format during the Mount Academic Symposium. Honors Scholars have opportunities to access academic support, travel accommodations, and conference registration to present their Honors Theses at the Western Regional Honors Council (WRHC) Annual Conference, National Collegiate Honors Council (NCHC) Annual Conference, or other professional conferences, individually or alongside faculty, as funding permits. In addition to the work designated towards the Honors Thesis, this course will prepare students for their transition out of Mount Saint Mary's University through leadership and professional skill building, graduate school/career preparation, etc.

HON 199B - Honors Thesis (1)

Open only to students admitted to the Honors Program, the Honors Thesis Seminars are courses designed to guide

Honors Scholars in their final requirements of the Honors Program. These courses must be taken consecutively. The Honors Thesis course ordinarily should be taken in the students' senior year, though it may be done sooner in some circumstances. The Honors Thesis will allow students to use their accumulated skills and knowledge to execute an individual original research study or produce an original creative piece from an interdisciplinary perspective. The execution of the Honors Thesis will vary dependent on the students' academic preference in collaboration under the mentorship and supervision of faculty readers. Upon the completion of the Honors Thesis, students present their Honors Thesis to the greater University community in an oral presentation format during the Mount Academic Symposium. Honors Scholars have opportunities to access academic support, travel accommodations, and conference registration to present their Honors Theses at the Western Regional Honors Council (WRHC) Annual Conference, National Collegiate Honors Council (NCHC) Annual Conference, or other professional conferences, individually or alongside faculty, as funding permits. In addition to the work designated towards the Honors Thesis, this course will prepare students for their transition out of Mount Saint Mary's University through leadership and professional skill building, graduate school/career preparation, etc.

HPM - Health Policy and Management

Foundation Courses**HPM 201 - Foundation of Business Economics (1)**

Introduction of the basic economic thinking as a tool for understanding and interpreting world problems. Presents and develops economic theory of supply and demand to explain the behavior and interaction of organizations, households and the government.

HPM 208 - Foundations of Health Accounting and Finance (3)

This multidisciplinary course provides a foundation for our students in Health Accounting and Finance. This course has two modules that introduces students to basic accounting and finance thinking as tools for understanding and interpreting health problems. In the health accounting module, we survey the five primary accounting areas: financial, managerial, taxation, auditing and accounting information systems. Each area is introduced in terms of its background, conceptual basis, an application in the business environment. Students then move to a survey of health financing, learning approaches to the financing and investment decisions in a health organization. Subjects include the essentials of financial ratios, analysis, managing

assets and liabilities, cost of long-term capital and the required rate of return on long term assets, estimating cash flow on investment proposal, net present value, capital budgeting, risk and return and capital structure.

Health Policy and Health Policy Analysis

HPM 210 - Introduction to Health Policy and Health Policy Analysis (3)

This introductory course in the Health Policy and Management program will explore core topics in the study of health and health care delivery in the United States including the distribution of health and disease in society, the organization of the U.S. health care system, the roles and behaviors of key stakeholders, the historical context for developments in public health and medicine, the quality and accessibility of health care services, and current events in health care reform. Using a comparative perspective, students will develop an understanding of foundational concepts and concerns in medicine, public health, and health policy in the United States that will provide the framework of future research and careers in health policy and management.

HPM 211 - Healthcare Leadership in an Age of Diversity (3)

Health care policymakers and administrators frequently need to analyze observational data that has not primarily been collected for research purposes. Nonetheless this data has important policy, outcomes, and quality improvement implications. With the rapid increase in U.S. health information technology capacity, particularly the incentives built into the Affordable Care Act, there are growing opportunities to improve quality and design policy using these "secondary data." This course aims to teach students the skills necessary to conduct quality health services and health policy research using secondary data. This includes formulating research aims and applying appropriate study designs for achieving these aims. The course will also include a survey of the content and structure of several commonly used administrative and public databases available to researchers and workshops to develop the skills to access and manipulate these valuable resources.

HPM 212 - Health Policy Design Implementation and Evaluation (3)

This course is designed to help students understand the design, implementation, analysis, and evaluation of policies that impact population health. We will emphasize the design of policies to achieve outcomes, strategies for implementation of policies and programs, and the analysis, evaluation, and dissemination of program findings. This course is designed to build student capacity to use evidence effectively in the development, implementation, and

evaluation of strategic interventions that target health problems. It includes developing competencies to measure relevant behavior and social change at the population level, particularly among vulnerable populations in urban settings, hard-to-reach areas, and minority communities. The major course outcome will be the development of a proposal responding to a current RFP in the health field.

HPM 213 - Legal and Ethical Aspects of Healthcare Management and Policy-making (3)

Health law and bioethics are broad, dynamic and interrelated fields. This course addresses the major legal, ethical, and policy aspects of controversies in clinical health care delivery. It will provide students with an overview of legal and ethical issues facing the health care industry and provide them a working knowledge of the role law, policy, and ethics play on the regulation, structure, and financing of healthcare in America.

Health Care Economics and Financing

HPM 220 - Introduction to Health Economics (4)

Health economics explores alternative uses of resources in the health services sector and the efficient utilization of health resources (including human, material, information, and financial resources). Every health manager and policy worker need to be acquainted with the basic concepts of economics and its application to the health sector to manage health institutions and health delivery system efficiently. The "Introduction to health economics" is a course that gives HPM student basic principles regarding economics and its application to the health sector.

HPM 221 - Financing Healthcare in America (3)

This course provides a basic understanding of health services financial management. We will begin with elementary accounting concepts and then graduate to cash flow analysis, risk, financial statements, capital investments, debt and equity financing, capital budgeting, and health care reimbursement models. The aim of this course will be to expose prospective health care manager and policymakers to accounting and finance theories, principles, concepts, and techniques most important to managers and policymakers in the health care industry.

HPM 222 - Cost-Effectiveness and Comparative Effectiveness in Health & Healthcare (3)

In the face of shrinking health care resources, providers, payers, and purchasers of health care must become more efficient, and therefore we must understand the optimal basis and methods for estimating the value of any health care intervention or program. The bottom line is not the only

thing that matters, however. Providers and policymakers must also ask how existing alternative therapies for a given condition compare in their effectiveness and safety for patients and whether the added benefits from the new therapy represent good value for money. This course introduces students to the concepts and techniques used in the economic evaluation of health care interventions, including the foundations, mechanics, and methodologies of cost effectiveness and comparative effective analysis. The outcome of the course is to prepare students to: 1) Understand the process of planning, conducting, and interpreting of cost effectiveness and comparative effectiveness research; 2) Interpret and critique the literature of cost effectiveness and comparative analysis; and 3) Construct basic versions of these analyses themselves.

HPM 223 - Accounting and Financial Management in Healthcare (3)

The complexity of healthcare delivery in modern America has created equally complex financial and accounting practices and requirements. Health accounting and financial management has now spread to all areas within the health care industry: Nurse-managers now manage the finances of their units, pharmacy directors and operating room (OR) managers must utilize resources efficiently and address patient or client flow appropriately. To be successful at these tasks, health care managers, executives, and policymakers – regardless of the specific area in which they lead within the health industry – must have a firm understanding of accounting and financial management. This course gives a broad overview of the principles and practices of accounting and financial management in the healthcare industry to ensure profitability and viability.

Health Care Leadership Management and Administration

HPM 230 - Healthcare Organization and Management (3)

This course surveys contemporary organizational theory with a focus on health service organizations and systems. provides a comprehensive overview of the key factors affecting an organization, and exposes the student to theories that suggest effective organizational responses to such influences and changes It will emphasize establishing organizational goals, strategy, structure, and processes. It will also address the common human resource issues facing health administrators to encourage effective supervision and management of the health workforce towards organizational goals.

HPM 231 - Decision Making in Health Management and Policy (3)

This class explores theory, research, and methods behind the study of judgment and decision making in health related contexts. Students learn alternative models and frameworks for understanding judgment and decision making, including behavioral economics. The class reflects on human capabilities and limitations in decisions and actions and the implications this has for health management, policy-making, and policy development.

HPM 232 - Healthcare Analytics for Quality and Outcomes Improvement (3)

The digital revolution has influenced the way the healthcare industry collects data and makes decisions, and will do so going forward in light of the way the Affordable Care Act has incentivized the adoption of electronic health records (EHR). This course explores the intersection of health and computer technology: the “big data” fields of clinical informatics and public health informatics and ways to analyze these for outcomes data, quality improvement, and health services research.

HPM 233A - Practicum: Introduction to Research Methods (1)

This practical short course provides a guided path through the research process, ultimately equipping students to conduct their own research projects and laying the foundation for each student's capstone project. In a step-by-step process, this course breaks down the entire research process – walking students through the identification of a research question, the selection of a research approach, the collection and analysis of evidence, and ending with the preparation of a formal report. This course helps prepare students for conducting their own original research projects.

HPM 233B - Work-Based Practicum (1)

The practicum takes place during the second semester and may include internships in administrative, research, government, or clinical settings. It may also be a project developed in conjunction with the student's workplace. The practicum provides students an opportunity to integrate and apply classroom knowledge while learning practical skills necessary for careers in healthcare management, health policy, comparative outcomes research, and public health. Students work under the supervision of an individual practicum preceptor, allowing them to clarify their career goals and opening opportunities for health policy and management positions after graduation.

HPM 233C - Practicum: Cultural Competence (1)

Cultural competence in health care describes the ability of systems to provide care to patients with diverse values, beliefs and behaviors, including tailoring delivery to meet patients' social, cultural, and linguistic needs. In this course, students will come to understand their own individual and cultural position in the workplace and the other styles and approaches their colleagues might bring to their jobs. We help students understand the sources of conflict that may ensue at these intersections of culture, personality, and style, as well as ways they can use this diversity as an asset in team building, care provision, and problem solving.

HPM 233D - Practicum: Introduction to Six Sigma (1)

Along with Lean thinking and other analytical tools, Six Sigma has become an industry norm, representing the push by numerous manufacturing and service organizations to improve products, services, and processes. Six Sigma draws on tools, philosophies, and principles of total quality and continuous improvement extant for many decades and presents them in a comprehensive and comprehensible approach to quality and productivity improvement. Students will learn, in practical terms, how to use this process in ways that they will apply to practical leadership in healthcare organizations.

HPM 233E - Practicum: Qualitative Methods (1)

While quantitative research is mainly about collecting and analyzing quantified data and generalizing from a sample to an entire population of interest, qualitative research involves gaining an in-depth understanding of underlying reasons for outcomes or the settings of a problem, often with the aim of generating ideas and hypotheses for later quantitative research. In this course we will use work-based projects or ongoing departmental research to train students in the methodologically flexible techniques of qualitative research and the rigorous analytical methodologies associated with qualitative research. This will equip students not only to do marketing, patient-centered research, and quality improvement analysis, but also to learn the skills that will help students provide deeper insight into the experience of healthcare access, care, and delivery.

HPM 233F - Practicum: Capstone (1)

In this last practicum, students complete the degree-long project on which they have been working from the first semester of the first year. This final “hands-on” project will sum up the work on which students have been working during their graduate tenure, presenting it to the faculty and staff prior to program completion. For this final project, there will be 3 options: Option 1: Senior Experience - A major project or projects applied to the student's work/policy environment; Option 2: A major policy analysis

piece offered to a non-profit organization with the student has been working or with whom MSMU has established a relationship, or; Option 3: The outcomes of a research or quality improvement project in a topic area of specialized interest to the student in their present or future career. This can be in the form of a “mock” conference paper presentation, academic presentation, or professional presentation of the findings.

HPM 234 - The Future of Health: Leading Change; Advancing Health; Improving Care (3)

With an increasingly diverse, changing, and growing patient population in the post-Affordable Care Act United States, healthcare managers and policymakers are at a critical intersection in delivery of health care in this country. To meet the shifting needs of patients, to manage growing healthcare costs, to address the changing regulatory landscape, and to increase the competitiveness of their organizations, healthcare managers and policymakers must transform the way health services get delivered, improve the way needs are met and care is accessed, and enhance the way change is managed. This course is designed to serve as a framework for exploring changes in the health policy environment, healthcare professions, and the health care delivery system. It lays a foundation for strategic thinking about health care policy, management, and delivery in the digital age, helping students identify ways to healthcare entities can operate more efficiently, equitably, and safely in the years ahead. Building off of the mid-program assessment and the student practicum, the course work involves a capstone project for the Master's degree.

HUM - Humanities**Required Introductory Course****HUM 298A - Introduction to the Humanities (3)**

This required seminar, taken in the student's first or second semester, explores the concept and interdisciplinary nature of the Humanities tradition from Classical Antiquity to the Modern Era and provides an introduction/review of graduate level research methods and academic writing. Required.

Humanities: Core Courses

The following are broad general categories that encompass unique interdisciplinary courses designed by individual instructors. Any of the below may be repeated as the topic varies and may be offered for one, two, or three units.

Humanities Cultural Studies Courses

HUM 270CS - The Immigrant Experience (1.0-3.0)

Explores the perspective of men and women who have left their homelands to live temporarily or permanently in new cultures.

HUM 271CS - Landscapes and Timelines: The Development of Social Units Around the Globe (1.0-3.0)

Studies the chronological development of social units around the world from the beginning of time to the present with emphasis on the community and the individual.

HUM 272CS - Sex and Gender (1.0-3.0)

Using the perspective of gender as a social construct, these courses explore how the roles of men and women differ with different societies looking at rites of passage, attitudes and values around marriage, age-based and socio-economic perceptions of other " as well as variance in attitudes toward sexual behavior."

HUM 273CS - The Faces of Spirituality (1.0-3.0)

These courses look at how various cultural groups conceptualize spirituality and worship, and how such ideas determine people's perception of, and relationship to the cosmos.

HUM 274CS - Issues of Popular Culture (1.0-3.0)

This course examines contemporary issues in the globalization of popular culture and its impact on different societies around the world.

HUM 275CS - Culture Through Film (1.0-3.0)

Films as visual literature afford direct access to the hidden world of culture. This course analyzes through film a selected number of cultures from different parts of the world. Using a comparative approach to understand these films as texts, we parallel the traditional study of literature, but with the specific intent of studying culture.

HUM 276CS - Aesthetics and Taste (1.0-3.0)

The objective of this course is to understand the many different criteria for, and conceptions of "what is perceived to be beautiful" and "good" across global cultures. A wide selection of topics will be explored, such as fashion and taste, inner and outer beauty, and creative representations of beauty in music dance, architecture, and art."

HUM 277CS - Culture of Time and Space (1.0-3.0)

These two universal and all-encompassing dimensions are conceived of and understood with considerable variation in different societies. The issue of time as duration, of

monochronic and polychronic time will be explored, as well as the field of proxemics which is the study of how people conceive and use space-social, visual auditory, and architectural space among others.

HUM 278CS - Eastern Cultures (1.0-3.0)

This course will study Eastern Cultures, their historical evolution and the cultural geographical aspects of cultural regions, cultural diffusion especially of art and religious ideas, cultural integration, human landscapes, and human ecology.

HUM 279CS - Biography Autobiography and Anthology (1.0-3.0)

Personal accounts of men and women who have had a global impact across cultures and time. Topic will be determined by the instructor.

HUM 280CS - Culture and Literature (1.0-3.0)

Takes a cultural approach to literature from the U.S. and around the world.

HUM 281CS - Myths Across Cultures (1.0-3.0)

Studies significant patterns of world myths fairy tales, folk lore, and theories of mythology as both a reflection of culture and of universal human themes.

HUM 282CS - The Early Modern Experience (1.0-3.0)

This course will focus on the era that gave rise to Humanism, printing, the Renaissance, and the European encounter with the Americas. Particular emphasis on the interaction of cultures languages, and religions.

HUM 283CS - Workshop in Cultural Studies (1)

One unit workshop in Cultural Studies. May be repeated as topic varies.

HUM 284CS - Cultural Studies Through Travel (1.0-3.0)

These thematic courses explore special topics in cultural studies in an on-site setting. Courses include traditional lecture and class discussion as well as field experiences related to the subject under study. For TS courses offered by departments other than Humanities, students will register for HUM 295 and submit the proper IS form with stipulates that students will plan a series of readings, papers, journals, etc. focused on a specific topic or area of interest and will enlist an instructor to oversee the project. Together student and instructor will establish a timeline goals, and requirements for completion. These must comply with the MSMU requirements stated on the form.

HUM 289CS - Special Topics in Cultural Studies (1.0-3.0)

Explores areas of special interest in cultural studies. May be repeated as topics vary.
Humanities English Courses

HUM 203E - Literature Through Travel Study (1.0-3.0)

These thematic courses explore special topics in literature in an on-site setting. Courses include traditional lecture and class discussion as well as field experiences related to the subject under study. For TS courses offered by departments other than Humanities, students will register for HUM 295 and submit the proper IS form which stipulates that students will plan a series of readings, papers, journals, etc. focused on a specific topic or area of interest and will enlist an instructor to oversee the project. Together, student and instructor will establish a timeline, goals, and requirements for completion. These must comply with the MSMU requirements stated on the form.

HUM 212E - Classical Mythology (1.0-3.0)

Looks at writings from ancient times-- such as Homer, Virgil, Ovid-- in translation. May include non-western texts.
Instructor determines focus.

HUM 234E - British Literature (1.0-3.0)

A series of courses that focus on British literature. Instructor will determine the scope and emphasis of the class.

HUM 235E - American Literature (1.0-3.0)

A series of courses that focus on American literature and the American experience. Instructor will determine the scope and emphasis of the class.

HUM 239E - Period Studies (1.0-3.0)

A series of courses that cover major works of literature in the context of their literary/historical period from the Medieval to Modern eras. Instructor will determine the scope and emphasis of the class.

HUM 240E - Genre Focus (1.0-3.0)

A series of courses focused on literary genres. These courses may choose to study the history of a particular genre or may study a series of works all of which fall within a single genre. Instructor may choose an interdisciplinary approach, e.g., Science and the Novel.

HUM 241E - Literary Theory (1.0-3.0)

This course is an introduction to the major critical theories and practice in applying the theories to literature. The course may offer an historical overview or focus on more recent theories beginning with New Criticism or Poststructuralism.

HUM 242E - The Gothic Tradition (1.0-3.0)

The Gothic novel came into its own in the mid-eighteenth century but had its heyday in the nineteenth century. This course offers a variety of approaches to the topic, ranging from vampire literature to female Gothic, to race, gender and imperialism in Victorian Gothic and/or American Gothic, depending on the instructor.

HUM 243E - Voices from the Margins (1.0-3.0)

A series of courses on literature written by women and others from diverse backgrounds that explore themes relevant to the diverse cultural experience.

HUM 244E - World Literature in Translation (1.0-3.0)

Interdisciplinary study of works in world literature representing a variety of periods, themes, and genres. Instructor will determine the scope and emphasis of the class.

HUM 245E - Single Author Seminar (1.0-3.0)

In-depth study of a single author such as William Faulkner, Tennessee Williams, Shakespeare, etc. using a multi-disciplinary approach.

HUM 246E - Workshop in English (1)

One unit workshop in English. May be repeated as topic varies.

HUM 247E - Literature and Culture (1.0-3.0)

Open topic to be determined by instructor. May be repeated as topic varies.

HUM 249E - Special Topics in Literature (1.0-3.0)

Open topic to be determined by instructor. May be repeated as topic varies.
Humanities History Courses

HUM 252H - Great Historical Figures (1.0-3.0)

Looks at the achievements and contributions (or crimes) of great men and women from all historical periods and how they made a lasting impact on the world. Specific subject and era to be chosen by the instructor.

HUM 253H - Critical Eras in US History (1.0-3.0)

This course will examine historical, social, economic, and cultural issues during a specific era in US history chosen by the instructor.

HUM 254H - Critical Eras in Asian History (1.0-3.0)

This course will examine historical, social economic, and cultural issues during a specific era in Asian history chosen by the instructor.

HUM 255H - Critical Eras in African History (1.0-3.0)

This course will examine historical, social economic, and cultural issues during a specific era in African history chosen by the instructor.

HUM 256H - Critical Eras in Latin American/Caribbean History (1.0-3.0)

This course will examine historical, social economic, and cultural issues during a specific era in Latin American or Caribbean history chosen by the instructor.

HUM 257H - Critical Eras in European History (1.0-3.0)

This course will examine historical, social economic, and cultural issues during a specific era in European history chosen by the instructor.

HUM 258H - Critical Eras in Middle Eastern History (1.0-3.0)

This course will examine historical, social economic, and cultural issues during a specific era in Middle Eastern history chosen by the instructor.

HUM 259H - Racism Antisemitism and Genocide in The Modern Age (1.0-3.0)

This course will examine issues of racism antisemitism, and genocide during a specific era in history chosen by the instructor.

HUM 260H - Roots of the Holocaust in Western Culture: Antisemitism From Antiquity to The Shoah (1.0-3.0)

This course will study the origins of antisemitism in Western culture, from its roots in the first century of the common era through the Middle Ages. The course will further examine the connection between the roots of antisemitism and the Nazi Holocaust of the twentieth century.

HUM 261H - African American History: Seeking Liberation (1.0-3.0)

A series of thematic courses that explore the African American experience from slavery through contemporary times, studying such issues as legal social, and political struggles for equality civil rights, Black nationalism, and Black political movements.

HUM 263H - African American History: Building Community (1.0-3.0)

A series of thematic courses that explore the African American experience of community building in the United States in all its manifestations including religious, social, professional, and utopian communities.

HUM 264H - Culture and History (1.0-3.0)

A series of thematic courses that explores history from the perspective of popular culture including literature, art, film, television, and other cultural expressions of the time period studied.

HUM 265H - Gender and History (1.0-3.0)

A series of thematic courses that explores history from the perspective of gender, including all expressions of feminine and masculine societal relations. The course may also explore issues of sexuality and sexual identity.

HUM 266H - Religion and History (1.0-3.0)

A series of thematic courses that explores religion as an organizing principle or driving force in history.

HUM 267H - Commerce and History (1.0-3.0)

A series of thematic courses that explores history through the perspective of business, technology economics, and wealth.

HUM 268H - History Through Travel/Study (1.0-3.0)

These thematic courses explore special topics in history in an on-site setting. Courses include traditional lecture and class discussion as well as field experiences related to the subject under study. For TS courses offered by departments other than Humanities, students will register for HUM 295 and submit the proper IS form which stipulates that students will plan a series of readings, papers, journals, etc. focused on a specific topic or area of interest and will enlist an instructor to oversee the project. Together, student and instructor will establish a timeline, goals, and requirements for completion. These must comply with the MSMU requirements stated on the form.

HUM 269H - Special Topics in History (1.0-3.0)

Individually designed courses that explore historical questions or topics related to the instructor's special expertise.

HUM 285H - Workshop in History (1)

One unit workshop in History. May be repeated as topic varies.

Humanities Electives

The following are broad categories that encompass unique interdisciplinary courses designed by individual instructors. Any of the below may be repeated as the topic varies and may be offered by the instructor for one, two, or three units except where otherwise indicated.

HUM 201 - The Humanities Through Art (1.0-3.0)

Offers interdisciplinary topics in the study of visual art. Subject, era, and focus to be determined by the instructor. May be repeated as the topic varies and may be designated by the instructor as one, two, or three units.

HUM 202 - The Humanities Through Philosophy (1.0-3.0)

Courses examine interdisciplinary topics in the study of philosophy. Subject, era, and focus to be determined by instructor. May be repeated as the topic varies and may be designated by the instructor as one, two, or three units.

HUM 207 - Topics in Religious Studies (1.0-3.0)

A series of courses that focus on topics related to the study of religion, both Christianity and world religions. May be repeated as the topic varies and may be designated by the instructor as one, two, or three units.

HUM 211 - Exploring Non-Western Ideas (1.0-3.0)

Interdisciplinary exploration of non-Western ideas--expressions and perspectives of India, China, Japan, Africa, and Southeast Asia--focusing on the broad themes of individual, society, creativity, and cosmos. May be repeated as the topic varies and may be designated by the instructor as one, two, or three units.

HUM 224 - 20th Century World Views (1.0-3.0)

Surveys contemporary world views, including some that profoundly shaped the world in the 20th Century, and now define the 21st Century. Includes such modes of thought as idealism, phenomenology, existentialism, hermeneutics, Marxism, critical theory, psychoanalysis, structuralism, post-structuralism, deconstruction, postmodernism, and feminism. Thematically, our interdisciplinary concern will be with such issues as the rise of Humanism and the reaction against it, the flirtation with Marxism, the rise of the women's movement, the loss of colonial empires, etc. May be repeated as the topic varies and may be designated by the instructor as one, two, or three units.

HUM 225 - Special Topics in Humanities (1.0-3.0)

May be repeated as the topic varies and may be designated by the instructor as one, two, or three units.

HUM 226 - Workshop in Humanities (1)

One unit workshop in Humanities. May be repeated as topic varies.

HUM 295 - Directed Individual Study (1.0-3.0)

May be repeated for credit. Must comply with the MSMU requirements stated on the DS form.

HUM 299A - Approaches to Teaching (2)

This two-unit course provides instruction and practice in pedagogical method. Students act as Teaching Assistants during the term under the guidance of an assigned lead professor. Students also read and discuss articles on pedagogical issues and submit an essay at the end of the semester. In addition, successful completion of the course depends upon a positive report submitted by the lead professor. The class meets at the beginning of the semester for Teacher Training and again on the final weekend. Other meetings to discuss practices and issues will be scheduled. Prerequisites: to be eligible, students will have completed 15 units in Humanities coursework. Course is repeatable up to three times with approval of the Humanities Program Director.

HUM 299B - Internship (1.0-6.0)

The Internship is designed to apply Creative Writing and Humanities education to a "real world" setting. On-site experience is required, and the number of volunteer service hours will determine the number of units earned. One unit is equal to 15 hours of volunteer service. Students must declare the number of units they intend to earn at the time of registration. The Internship site leader/supervisor tracks the number of student service hours and submits a report to the Course Instructor. At the completion of the Internship, students will submit a professional summary statement/portfolio that reflects the Internship experience. Internship site leader/supervisor will submit a student evaluation form to the Course instructor at the end of the Internship. Prerequisite: students must have completed 20 units of coursework.

HUM 299C - Publishing Internship (1.0-3.0)

This course provides hands on training, mentoring and experience through the publication of the Humanities Bulletin. Students work on a small team that conceptualizes, gathers and compiles news and information, and distributes the Bulletin online, making it accessible to the entire MSMU community.

Humanities Capstone Courses

HUM 296A - Capstone Project Proposal Workshop (1)

One-unit workshop prepares students to write their proposal for the final project. This workshop is graded credit/no credit. Required. Prerequisite: Student will have completed 24 units before registering for this course.

HUM 296B - Capstone Project (2)

Students may elect to do a Master's thesis or a creative project under the direction of a faculty advisor. Before registering for the project, students must complete HUM 296A and must have their proposals approved by their advisors, the Humanities Committee, and the Director of the Program. Forms and guidelines are available from the Program Director. Graded credit/no credit. Required. 2 Units.

Prerequisite: Take HUM 296A

HUM 297A - Capstone Project Continuation (1)

Students who are unable to complete their thesis or project in one semester may take one-unit continuation courses until they finish the oral defense. The grade « IP » will appear on the transcript until the capstone has been completed at which time the « IPs » will be removed and credit given.

HUM 297B - Capstone Project Continuation (1)

Students who are unable to complete their thesis or project in one semester may take one-unit continuation courses until they finish the oral defense. The grade « IP » will appear on the transcript until the capstone has been completed at which time the « IPs » will be removed and credit given.

HUM 297C - Capstone Project Continuation (1)

Students who are unable to complete their thesis or project in one semester may take one-unit continuation courses until they finish the oral defense. The grade « IP » will appear on the transcript until the capstone has been completed at which time the « IPs » will be removed and credit given.

HUM 297D - Capstone Project Continuation (1)

Students who are unable to complete their thesis or project in one semester may take one-unit continuation courses until they finish the oral defense. The grade « IP » will appear on the transcript until the capstone has been completed at which time the « IPs » will be removed and credit given.

INT - Interdisciplinary**INT 91A - Humanities: Los Angeles (1)**

Study will focus on the early history of Los Angeles through study, readings, and field trips to historical points. (Credit/No Credit). Can be repeated for credit.

INT 91B - Humanities: Los Angeles (1)

Study will focus on the early history of Los Angeles through study, readings, and field trips to historical points. (Credit/No Credit). Can be repeated for credit.

INT 93A - Guided Experience in the Arts (1.5)

Explores the rich cultural opportunities of Los Angeles, and includes attendance at selected plays, concerts, and special art exhibits including pre- and post-event discussion.

INT 93B - Guided Experiences in the Arts (1.5)

Continuation of INT 93A/INT 193A.

INT 95 - Study/Travel: European History and Culture (1.0-6.0)

Seminars on the Fine Arts focusing on major European capitals of art, music and the theater culminating in actual travel to at least two of these capitals. Graded. Open to all students with some background in the arts or consent of the instructor.

INT 96A - Culture Race and Communication (1)

Study and interaction focused on culture and intercultural conflicts. Topics introduced include race and racism, stereotyping and prejudice, and understanding privilege. Emphasis on communication skills. Can be repeated for credit.

INT 96B - Culture Race and Communication (1)

Study and interaction focused on culture and intercultural conflicts. Topics introduced include race and racism, stereotyping and prejudice, and understanding privilege. Emphasis on communication skills. Can be repeated for credit.

INT 96C - Culture Race and Communication (1)

Study and interaction focused on culture and intercultural conflicts. Topics introduced include race and racism, stereotyping and prejudice, and understanding privilege. Emphasis on communication skills. Can be repeated for credit.

INT 193A - Guided Experience in the Arts (1.5)

Explores the rich cultural opportunities of Los Angeles, and includes attendance at selected plays, concerts, and special art exhibits including pre- and post-event discussion.

INT 193B - Guided Experience in the Arts (1.5)

Continuation of INT 93/INT 193A.

INT 194A - Introduction to Drama and Dance (1)

Study will focus on an introduction to the performing arts using the concepts included in the California State Frameworks and standards at a level appropriate for college study. Primary emphases will be placed on the study and appreciation of drama and dance.

INT 195 - Study/Travel: European History and Culture (1.0-6.0)

Seminars on the Fine Arts focusing on major European capitals of art, music and the theater culminating in actual travel to at least two of these capitals. Open to all students with some background in the arts or consent of the instructor.

ITA - Italian**ITA 1 - Elementary Italian I (4)**

Development of language skills in listening speaking, reading, and writing, structural analysis. Emphasis placed on speaking. GE 4A.

ITA 2 - Elementary Italian II (4)

Development of language skills in listening speaking, reading, and writing, structural analysis. Emphasis placed on speaking. Prerequisite: ITA 1 or equivalent. GE 4B.

Prerequisite: Take ITA 1 or equivalent

ITA 3 - Intermediate Italian III (3)

Structural review, conversation, reading, and writing. Prerequisite: ITA 2 or equivalent.

Prerequisite: Take ITA 2 or equivalent

ITA 4 - Intermediate Italian IV (3)

Structural review, conversation, reading, and writing. Prerequisite: ITA 3 or equivalent.

Prerequisite: Take ITA 3 or equivalent

ITA 103 - Intermediate Italian III (3)

Structural review, conversation, reading, and writing. Prerequisite: ITA 2 or equivalent.

Prerequisite: Take ITA 2 or equivalent

ITA 104 - Intermediate Italian IV (3)

Structural review, conversation, reading, and writing.

Prerequisite: Take ITA 3 or equivalent

ITA 105 - Italian for Spanish Speakers (3)

Introductory course on the fundamentals skills of listening, speaking, reading and writing that also focuses on similarities and differences between Italian and Spanish.

ITA 106 - Third Year Reading in Italian (3)

Reading of authentic Italian literary texts: emphasis on vocabulary expansion and pronunciation. Course is taught in English.

ITA 107 - Italian Diction for Singers (3)

Fundamentals of Italian phonetics and diction as applied to singing. Interdisciplinary subject: Music department.

ITA 108 - Italian Literature (3)

Fundamentals of Italian literature: poems sonnets, novels, short stories. Writers to present: Dante, Petrarca, Boccaccio, Manzoni, Levi among others. Interdisciplinary subject: Linguistics/ Literature department. Course is taught in English.

ITA 112 - Italian Culture and Civilization (3)

General study of Italy from earliest times to the present, its cultural, social, economic and political evolution, its present problems and its role in the world today.

JPN - Japanese**JPN 1 - Elementary Japanese I (4)**

This course develops the student's four communication skills. The course reviews selected grammar, builds vocabulary and Kanji. The different levels of politeness in speech are introduced. The course also covers topics that enhance the student's awareness and understanding of Japanese culture. GE 4A.

JPN 2 - Elementary Japanese II (4)

This course continues perfecting the student's four communication skills. By extensive aural/oral and reading/writing exercises, the student achieves further proficiency in the target language. It focuses on building vocabulary, idiomatic expressions, and Kanji to help students discuss and write essays with enough ease on selected topics including Japanese culture, literature, and history. Prerequisite: JPN 1 or equivalent. GE 4B.

Prerequisite: Take JPN 1 or equivalent

JPN 3 - Intermediate Japanese III (3)

This course continues developing the students' four communication skills in Japanese: speaking listening, writing, and reading. It consists of reviews of Japanese grammar,

vocabulary building and expansion of Kanji. Oral discussion and conversation are based on selected topics appropriate to the level. Prerequisite: JPN 2. GE 4B.

Prerequisite: Take JPN 2 or equivalent

JPN 4 - Intermediate Japanese IV (3)

This course concentrates on further perfecting the student's four communication skills. It focuses on the review of functional Japanese grammar with emphasis on idiomatic construction and expression. The difference between spoken and written Japanese, and different levels of politeness in speech are studied along with select features of Japanese culture, history, art, literature, and Japanese political and economic system. Prerequisite: Japanese 3

Prerequisite: Take JPN 3 or equivalent

JPN 5 - Practical Conversation (1)

This course is designed to develop effective oral communication skills. It focuses on the use of practical phrases, idiomatic expressions, and useful vocabulary suitable for various situations, and develops the ability to communicate in a given situation. The Japanese writing systems are not introduced in this course. Provides a basic understanding of the culture of modern Japan. This course does not fulfill the language requirement. Prerequisite: None

JPN 194 - Travel/Study (1.0-6.0)

Pre-travel lectures, readings, and sessions of learning and using basic Japanese conversation as well as guided tours in the country serve as basis for a study/travel program, with each participant developing a project highlighting the travel experiences. Prerequisite: None. May be repeated for credit.

JRN - Journalism

JRN 101 - Basic News Writing (3)

An introduction to writing for news including broadcast, websites and other news formats (online and print). Instruction will include in-class writing assignments on deadline, out-of-class reporting assignments, and peer review. Students will also learn basic legal guidelines for news gathering and reporting. Contributions to "The Athenian Print" will be included.

JRN 102 - Advanced Reporting and News Writing (3)

Reporting techniques and intensive experience in identifying news sources, interviewing, researching, and constructing the story. Practice in a variety of types of journalistic writing. This course will be run as a newsroom and students will pitch stories to the class editorial team.

Prerequisite: JRN 101

JRN 105 - History of Journalism (3)

From the first newspapers to e-media, journalism has played an important role in the history of the US. This course examines the birth of news media, the relationship between government and the media, public service journalism, censorship and propaganda, as well as the growth of new media platforms and the enduring principles of journalism in the US.

JRN 110 - Ethics & Legalities (3)

Giving a voice to society's most important issues carries with it a responsibility to be fair, honest and impartial. This course will examine the principles of ethical journalism as well as a writer's legal liability, copyright and fair use, and the First Amendment.

JRN 111 - Investigative Journalism (3)

Research is a core skill for journalists and this course will allow students to develop strategies and methods for their own research process. Classes will focus on the identification of primary and secondary sources, the importance of objectivity in research, working with archives, state and federal sources, news and PR agencies, data management, and new media research options. Students will analyze and critique investigative journalism using Pulitzer Prize stories, carry out research projects and develop their own investigative pieces.

JRN 112 - Photojournalism (3)

This course will introduce students to photojournalism as a powerful form of visual storytelling that has a unique place in both new and traditional media. Students will learn to identify basic photojournalism principles, edit and caption their work, understand the ethics of news gathering and create a portfolio of work that will include single story and photo essay production.

Prerequisite: PHO 2 or FLM 139A

JRN 115 - Multi-Platform Editing (3)

An introduction to copy editing that will examine the accuracy, style and format of texts and their preparation for broadcast, print or new media. The course will include copy revision techniques to preserve the author's voice, fact-checking, proofreading, grammar and style review, headline writing and Search Engine Optimization. Students will work with the Associated Press Stylebook and will create their own editing handbook as part of their coursework.

JRN 116 - Sports Reporting (3)

No longer confined to the back pages of print media, sports journalism is now a multi-platform discipline and plays an important role in the sport industry. This course will include a range of sports writing, from features to social media, and explore topics such as commercialization and the gap between men's and women's sports.

JRN 122 - Public Relations (3)

The course looks at the practice of public relations, its use and purpose in corporate, organizational and public fields, and offers practical writing and planning skills. Students will create press releases, write for different media, create campaigns and press kits and learn to use social media and blogs to further corporate communication. The course will also cover media training and press conferences, event planning and crisis PR.

JRN 125 - Mobile Journalism (3)

A hands-on course in which students use mobile devices and apps to create, edit and distribute breaking stories across emerging platforms and within tight deadlines. Emphasis is placed on the roles and responsibilities of the citizen journalist to document and address key issues faced by their communities, both locally and globally.

JRN 130 - In-Depth Social Issue Reporting (3)

This course will look at the critical role that reporting plays in democratic societies, giving a voice to groups and individuals whose stories have gone unheard. Topics will include the skills and techniques associated with social issue reporting, the differences between this and traditional news reporting, how to create involvement with community issues, embedding and campaign journalism. The course will also cover the ethics and professionalism required for the reporting of social issues.

JRN 135 - Science & Environmental Reporting (3)

This course will look at the importance of reporting on specialized areas, including technology, health and the environment. Students will learn to adapt traditional news and feature-writing skills to produce compelling pieces based on scientific evidence that will communicate complex concepts to their audience.

JRN 145 - Arts & Entertainment Reporting (3)

Students will learn to write critical features on the arts and entertainment through a series of assignments on national and international fashion, music, theater, film and

entertainment industries. Students will choose a genre beat and cover stories on the course topics.

JRN 147 - Newscasting (3)

The essentials of newscasting are explored and applied, including research, writing, videotaping, directing, performing in front of the camera, and producing a newscast. The class will include the production of web-based newscasts. Carries a film lab fee. May be repeated for credit, up to 6 units.

Prerequisite: FLM 139A

JRN 151 - Audio Storytelling (3)

Exploration and application of the techniques and technology of producing fiction and non-fiction content through the medium of sound. Radio news packages, dramatizations, podcasting, interview techniques, soundscape creation, utilization of audio to tell a story for the theater of the mind. Cross-listed with FLM 115 and FLM 225.

Prerequisite: FLM 139A

JRN 155 - Introduction to Coding for Journalists (3)

A practical introduction to programming concepts for journalists including data scraping, infographics and interactive multimedia packages. Students will design, code and produce a news app as part of their coursework.

JRN 197 - Internship (3)

Hands-on observation and experience in an industry related company, setting, or other career-building organization. For majors and minors only. Student must be able to provide own transportation to internship site. May be repeated for credit, up to 9 units.

Prerequisite: JRN 101 or FLM 139A

JRN 199 - Special Studies in Journalism (3)

Special topics explored specific to journalism, news media, and the evolving landscape of reporting. May be repeated for credit.

KRN - Korean**KRN 1 - Elementary Korean I (4)**

Korean 1 develops basic communication skills that the student practices in Korean culture environment. GE 4A.

KRN 1A - Korean Culture and Drama (1)

Korean 1A introduces vocabulary skills and fundamental sentence structures in the present and past. Pronunciation, grammar and everyday vocabulary are stressed as essential

tools for comprehension and expression within Korean culture and drama.

KRN 1B - Korean Culture and Drama (1)

This course introduces vocabulary skills and fundamental sentence structure in the present and past tense. Pronunciation, grammar, and everyday vocabulary are stressed as essential tools for comprehension and expression. Aspects of Korean culture and Korean dramas are incorporated in the course.

KRN 2 - Elementary Korean II (4)

This course continues improving communication skills that students practice in real Korean cultural environments. GE 4B.

KRN 3 - Intermediate Korean III (2-4)

This course is an introduction to standard spoken and written Korean with emphasis on conversation.

KRN 4 - Intermediate Korean IV (1-4)

Korean 4 is designed for students with no formal or very limited formal instruction. Emphasis on spelling, basic grammar, reading, writing, and daily conversation.

LIB - Liberal Arts

LIB 101 - Introduction to the Liberal Arts Introduction to the Liberal Arts (3)

Designed to give students an idea of what it means to be involved in an interdisciplinary course of study. Introduces students to the Liberal Arts tradition and provides an overview of the humanities and social sciences. Offers a review of research methods and writing skills and prepares students for the Senior Seminar. Research paper required.

LIB 110 - Senior Seminar (3)

Provides Liberal Arts majors an opportunity to reflect upon the nature of interdisciplinary study and find connections and contrasts between a humanistic perspective and a social science perspective. The course, taken in the senior year culminates in a written paper or presentation (including a written component). The paper/presentation focuses on a topic chosen by the student (with the instructor's approval) and results in a well-developed research paper, which demonstrates the student's understanding and critical assessment of the topic.

LIB 111 - Career Advancement and Career Transitioning in the Current Economy (1.0-3.0)

Studies current career trends and networking methods, and prepares students to assess and articulate their liberal arts skills as they relate to career choices and job opportunities.

LIN - Linguistics

LIN 101 - Introduction to Linguistics (3)

This course is an introduction to the methods that linguists have developed to analyze and describe the differences of languages in the world. It will provide a basic overview of the field of linguistics and the diverse ways in which individual languages approach the processes of how words and sentences are formed (morphology and syntax, respectively), the sound system (phonetics and phonology), and how linguistic structure and context give rise to meaning (semantics and pragmatics). In addition, it will focus on how social practices shape and are shaped by language use (sociolinguistics) in a local and global context and how language is acquired and learned. The goals of the course are to provide a grounding in linguistics as a field of study, to provide basic analytic skills for viewing and discussing language from a variety of perspectives, and to bring students to a global awareness and understanding of the relevance of language in our daily lives. GE 5C.

LIN 102 - Introduction to Phonetics and Phonology (3)

This course provides students with a foundation in the properties of the sounds (acoustic and articulatory) of human language. It will introduce theories on variation of sounds within a local and global linguistic communities. Students will analyze sounds into features at the syllable and phrase levels.

LIN 103 - Introduction to Syntax and Semantics (3)

This course will focus primarily on the descriptive facts of English and Spanish word order (Syntax) and how linguistic structure and context give rise to meaning (Semantics). Students will develop a keen insight into the English and Spanish underlying structures by analyzing data.

LIN 104 - Introduction to Sociolinguistics (3)

This course will provide students with an introduction to language variation based on social contexts---language and gender, language and identity, regional and social dialects.

LIN 105 - American Sign Language I (4)

Introduction to basic sign language and visual/gesture communication. GE 4A.

LIN 106 - American Sign Language II (4)

The continuation of introductory sign language skills and culture. Pre-requisite: LIN 105 or equivalent. GE 4B.

LIN 107 - Theory and Practice of Culture (3)

This course addresses the growing domestic and global necessity for understanding and communication across cultural boundaries. This is a theoretical and practical approach to gain global awareness and understanding of cultural differences as well as similarities. Conducted in English.

LIN 108 - Bilingualism and Language Acquisition (3)

This course will provide an insight on how children and adults learn multiple languages, as well as the underlying processes involved in adult versus child language acquisition. In addition, it will address the patterns of language acquisition and speech of bilingual individuals and how these differ from those of monolinguals.

LWS - Leadership Women's Studies**LWS 1A - Leadership Concepts (1)**

An introduction to key leadership issues and concepts, with special emphasis on the connection of self-awareness, self-development and the role of gender to the leadership process.

LWS 1C - Orientation Leader Training Course (1)

This course seeks to facilitate learning opportunities and experiences that will provide students with the knowledge, attitudes, and skills necessary to become effective Orientation Leaders. Topics include public speaking, group facilitation, conflict management, and team leadership. Students will gain a thorough knowledge of college resources and services and develop an understanding of the college experience and the importance of Orientation in the transition of new students.

LWS 5 - Leadership in Action (1)

The course will help students explore, participate, and reflect on applying leadership theories and models to real-life issues and problems. Students will expand on exploration of personal and team leadership and learn effective skills and strategies for turning their leadership knowledge into action.

LWS 100 - Leadership Studies (3)

A critical examination of the leadership process including emerging approaches to leadership, leaders and strategies for change. A special focus will be on the role of college students in the leadership process.

LWS 125 - Applied Leadership (3)

An experience-oriented course including student observation and application of the principles of effective leadership. Seminars integrate fieldwork with theories and models of community and civic leadership.

MTH - Mathematics**MTH 0X - Math Tutorial (1)**

This class is for students who need a review in a limited number of mathematical topics. The topics may include: numbers and arithmetic, an introduction to algebra, linear equations in one variable, word problems, polynomials, graphing, straight lines, systems of equations, rational expressions, radicals, quadratic equations, absolute value and inequalities. Students will meet one hour per week with a tutor. Credit does not apply to the Baccalaureate degree.

MTH 3X - Math Skills for Nursing (2)

This course will provide an intensive review and preview of mathematics that will be useful for nurses and assist the process towards nursing degree completion. Topics include arithmetic on collections of numbers, in particular fractions and decimals, dosage calculation, unit conversion, algebra and basic statistics. Credit does not apply to the Baccalaureate degree. As of Spring 2020 this course is 2 units.

MTH 1 - Precalculus With Trigonometry (4)

MTH 1 is a course aimed at preparing students for success in first semester calculus. The course material includes treatment and applications of trigonometric functions, including equations, inequalities, systems, graphs, identities and inverses. Topics also include complex numbers, conics, sequences and series, binomial theorem, induction, matrices, polar and parametric equations, counting and probability. Prerequisite: a C or better in MTH 7, or an equivalent score on the placement test. GE 3A.

MTH 5A - Calculus I (4)

Limits, continuity, derivatives of algebraic and transcendental functions with applications, and integrals (including integration by substitution) and applications (including volumes). Prerequisite: Three to four years of high school mathematics including trigonometry and satisfactory score on Mathematics Placement Examination or grade of C- or better in MTH 1. GE 3A.

MTH 5B - Calculus II (4)

Techniques of integration, numerical methods of integration, applications of the integral, differential equations, infinite

sequences and series, and parametric equations and polar coordinates. Prerequisite: Grade of C - or better in MTH 5A.

MTH 5C - Calculus III (4)

Partial derivatives, multiple integrals, three- dimensional space, vectors in two- & three-dimensional space, vector calculus. Prerequisite: Grade of C or higher in MTH 5B or consent of instructor.

MTH 7 - Survey of Algebra (3)

This fundamental algebra course addresses the topics of real numbers and their properties, fundamental operations, polynomials, factoring, rational expressions, linear and quadratic equations and inequalities, systems of equations, and exponential and logarithmic functions. The course will provide the foundations needed for advanced coursework in mathematics and science, and for problem solving applications in fields such as business and nursing. Successful completion of this course will ensure students have the necessary mathematical knowledge for subsequent college level math courses. The prerequisites for MTH_007 are either SPR_057X or an appropriate score on the math placement exam. MTH_007 is a prerequisite for other college-level mathematics courses and is strongly recommended for STEM majors before taking MTH_001.

MTH 8 - Transition to Higher Math (3)

The goal of this course is to ease the transition from lower-division mathematics courses to upper-division mathematics courses. In this course students will gain experience working with abstract ideas at a nontrivial level and understanding and writing proofs, in order to achieve the sophisticated blend of knowledge discipline, and creativity that we call 'mathematical maturity.' Topics include logic finite and infinite sets, functions, and problem solving. Prerequisite: MTH 1

MTH 10 - Quantitative Reasoning and Mathematical Ideas (3)

Ideas in mathematics chosen to emphasize problem- solving, decision-making, economic productivity and real-world applications. Recommended to fulfill LACE Reasoning Mathematics requirement absent other major requirements. Topics include critical thinking, inductive reasoning, problem solving, numbers, finances, statistics, probability, geometry, algebra and exponential functions. Prerequisite: Satisfactory score on Mathematics Placement Examination or completion of MTH 7. In addition SPR 56X (concurrent ok) may be required depending on placement score. GE 3A.

MTH 25 - The LINUX/UNIX Environment (3)

Basic LINUX and UNIX commands, the file systems pipes, filters, shell procedures, reading of binary files and

programming debugging aids. Prerequisite: CS 1A and familiarity with a compiled programming language, MTH 5A is highly recommended.

MTH 28 - Mathematical Analysis for Business (3)

Topics in Algebra including solutions of systems of equations & inequalities, exponential and logarithmic functions, linear programming and mathematics of finance. Emphasis is placed on the application of mathematics to problems in business. Prerequisites: Satisfactory score on the Mathematics Placement Examination or completion of MTH 7 or MTH 10. In addition SPR 56X may be required depending on placement score. GE 3A.

MTH 38 - Elements of Probability and Statistics (3)

Elementary probability theory, properties of distributions, sampling, estimation, hypothesis testing, correlation. Prerequisite: Satisfactory score on the Mathematics Placement Examination or completion of MTH 7, MTH 10, MTH 50 or MTH 51. In addition SPR 56X may be required depending on placement score. GE 3A.

MTH 50 - Elementary Number Systems and Statistics (3)

Critical thinking, logic, sets, numeration systems, properties of integers, rational & real numbers, elementary number theory, modular systems, problem-solving processes, ratio, proportion, percentage and elements of probability and statistics. This course is intended primarily for Liberal Studies Majors, including students who aim to be K-12 math teachers. Can be taken for professional credit. Prerequisite: Satisfactory score on the Mathematics Placement Examination or completion of MTH 7, MTH 10, MTH 50 or MTH 51. In addition SPR 56X (concurrent ok) may be required depending on placement score. MTH 50 and MTH 51 combined fulfill the GE 3A requirement.

MTH 51 - Elements of Geometry and Algebra (3)

Intuitive geometry of lines, planes, and space congruence, similarity, measurement, geometric constructions, functions, linear and quadratic equations, inequalities and polynomials. This course is intended primarily for Liberal Studies majors, including students who aim to be K-12 math teachers. Can be taken for professional credit. Prerequisite: Satisfactory score on the Mathematics Placement Examination or completion of MTH 7. In addition SPR 56X (concurrent ok) may be required depending on placement score. MTH 50 and MTH 51 combined fulfill the GE 3A requirement.

MTH 99 - Special Studies in Mathematics (1-3)

Independent or group studies in mathematics. Course may be repeated for credit. Prerequisite: Approval of the department and consent of the instructor.

MTH 101 - Topics in Geometry (3)

A brief treatment of the axiomatic foundations of Euclidean and non-Euclidean geometry. An introduction to differential geometry. Prerequisite: MTH 5C, MTH 103 concurrent.

MTH 102 - Advanced Calculus (3)

Set theory, real numbers and their topology, limits, continuity, differentiation and integration theory. Prerequisite: MTH 5C.

MTH 103 - Linear Algebra (3)

Vectors and vector spaces, linear transformations and matrices, determinants, eigenvalues and eigenvectors. Prerequisite: MTH 5B.

MTH 104 - Number Theory (3)

The division algorithm, primes, g.c.d., the fundamental theorem of arithmetic, linear diophantine equations, congruences, Euler's Theorem, multiplicative functions, cryptology, primitive roots, and quadratic residues. Prerequisite: MTH 5C or consent of instructor.

Prerequisite: MTH 5C or consent of instructor

MTH 105 - Complex Analysis (3)

Complex numbers and functions, analytic functions, integration, conformal mapping. Prerequisite: MTH 5C.

MTH 107 - Topology (3)

Topological spaces, interior, closure, boundary, continuous functions, metric spaces, connectedness, compactness, and other topics as time allows. Prerequisite: MTH 5C or consent of instructor, MTH 8 or MTH 120 recommended.

MTH 111 - Abstract Algebra (3)

Numbers and number systems, groups, rings, fields, homomorphism and isomorphism theorems. Prerequisite: MTH 5C, MTH 120 strongly recommended or consent of instructor.

MTH 113 - Probability and Statistics (3)

Probability as a mathematical system, random variables and their distributions, limit theorems, statistical applications, hypotheses testing. Prerequisite: MTH 5C or consent of instructor.

MTH 119 - Differential Equations (3)

Linear equations, series solutions, Laplace transforms, numerical methods, existence and uniqueness of solutions. Prerequisite: MTH 5B.

MTH 120 - Discrete Mathematics (3)

Logic, proof writing (including induction), set theory, functions & relations, algorithms & recursion, elementary number theory, combinatorics, probability, graph theory, & trees. Prerequisite: MTH 5B. GE 3A.

MTH 125 - Programming (3)

Intermediate level programming methods including vector and array manipulations, classes functions, and subroutines. Applications in science, mathematics, and business. Prerequisite: CS 1A and MTH 5A or concurrent enrollment in MTH 5A or consent of the instructor.

MTH 128A - Numerical Analysis (3)

Solutions of large systems of linear algebraic equations. Eigenvalues and eigenvectors of matrices. Interpolation: Lagrange and Newton polynomials. Fourier series and orthogonal polynomials. Introduction to the theory of ordinary differential equations. Heun and Runge-Kutta numerical techniques. Numerical determination of real and complex roots of polynomials, cubic splines, numerical treatment of partial differential equations, techniques of numerical integration. Prerequisites: MTH 5C, CS 1A and CS 1B.

MTH 128B - Numerical Analysis (3)

Solutions of large systems of linear algebraic equations. Eigenvalues and eigenvectors of matrices. Interpolation: Lagrange and Newton polynomials. Fourier series and orthogonal polynomials. Introduction to the theory of ordinary differential equations. Heun and Runge-Kutta numerical techniques. Numerical determination of real and complex roots of polynomials, cubic splines, numerical treatment of partial differential equations, techniques of numerical integration. Prerequisites: MTH 5C, CS 1A and CS 1B.

MTH 135 - Structure and Comparison of Programming Languages (3)

Basic concepts of syntax and semantics. Comparison of syntax and semantics of selected programming languages. Language design. How to evaluate a computer programming language. Prerequisites: MTH 5A, MTH 125, or consent of instructor.

MTH 140 - History of Mathematics (1)

History of mathematics from antiquity to the mid 20th Century. Prerequisites: MTH 5C, MTH 103 and demonstrated mathematical maturity.

MTH 190 - Internship (1-3)

An intensive work-study program for qualified upper division students. The student is responsible for setting up the internship in conjunction with the appropriate faculty and the office of Career Planning and Placement. This must be approved by the department chairperson.

MTH 195H - Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

MTH 199 - Special Studies in Mathematics (1-3)

Independent or group studies in mathematics. Course may be repeated for credit. Prerequisite: Approval of the department and consent of the instructor.

MUS - Music

MUS 1A - Musicianship I: Harmony (3)

(Harmony - 3, Solfege - 1 Lecture, three hours and laboratory, two hours each week.) A functional study of the theoretical elements of music including the quantitative and aesthetic aspects of rhythm, intervals, scales, triads, two- and three-part counterpoint, and problem-solving chord connection up to the chord of the seventh. Development of aural, visual, singing, writing playing, improvisatory, and compositional skills in notation, scales, modes, rhythm, and melodic and harmonic intervals. Prerequisite for MUS 1A, MUS 1B: MUS 3 or consent of instructor. Prerequisite for MUS 1C, MUS 1D: MUS 1A, MUS 1B or consent of the instructor.

MUS 1B - Musicianship I: Solfege (1)

(Harmony - 3, Solfege - 1 Lecture, three hours and laboratory, two hours each week.) A functional study of the theoretical elements of music including the quantitative and aesthetic aspects of rhythm, intervals, scales, triads, two- and three-part counterpoint, and problem-solving chord connection up to the chord of the seventh. Development of aural, visual, singing, writing playing, improvisatory, and compositional skills in notation, scales, modes, rhythm, and melodic and harmonic intervals. Prerequisite for MUS 1A, MUS 1B: MUS 3 or consent of instructor. Prerequisite for MUS 1C, MUS 1D: MUS 1A, MUS 1B or consent of the instructor.

MUS 1C - Musicianship I: Harmony (3)

(Harmony - 3, Solfege - 1 Lecture, three hours and laboratory, two hours each week.) A functional study of the theoretical elements of music including the quantitative and aesthetic aspects of rhythm, intervals, scales, triads two- and three-part counterpoint, and problem-solving chord connection up to the chord of the seventh. Development of aural, visual singing, writing, playing, improvisatory, and compositional skills in notation, scales, modes rhythm, and melodic and harmonic intervals. Prerequisite for MUS 1AB: MUS 3 or consent of instructor. Prerequisite for MUS 1C, MUS 1D: MUS 1A, MUS 1B or consent of the instructor.

MUS 1D - Musicianship I: Solfege (1)

(Harmony - 3, Solfege - 1 Lecture, three hours and laboratory, two hours each week.) A functional study of the theoretical elements of music including the quantitative and aesthetic aspects of rhythm, intervals, scales, triads, two- and three-part counterpoint, and problem-solving chord connection up to the chord of the seventh. Development of aural, visual, singing, writing playing, improvisatory, and compositional skills in notation, scales, modes, rhythm, and melodic and harmonic intervals. Prerequisite for MUS 1A, MUS 1B: MUS 3 or consent of instructor. Prerequisite for MUS 1C, MUS 1D: MUS 1A, MUS 1B or consent of the instructor.

MUS 2A - Musicianship II: Harmony (3)

(Harmony-3, Solfege-1 Lecture, three hours, and laboratory two hours each week) Continuation of Musicianship I, including ninth, eleventh, and thirteenth chords, chromatic harmony and modulation. Contemporary techniques in harmony rhythm, melody, counterpoint and form, including the 12-tone technique, chance and electronic music. Development of aural, visual, singing writing, playing, improvisatory, and compositional skills in compound intervals, chromatic and atonal melodies, chromatic harmonies, modulation, and more complex meters and rhythms to include twentieth century techniques.

MUS 2B - Musicianship II: Solfege (1)

(Harmony-3, Solfege-1 Lecture, three hours, and laboratory two hours each week) Continuation of Musicianship I, including ninth, eleventh, and thirteenth chords, chromatic harmony and modulation. Contemporary techniques in harmony rhythm, melody, counterpoint and form, including the 12-tone technique, chance and electronic music. Development of aural, visual, singing writing, playing, improvisatory, and compositional skills in compound intervals, chromatic and atonal melodies, chromatic harmonies, modulation, and more complex meters and rhythms to include twentieth century techniques.

MUS 3 - Discovering Music Fundamentals (3)

Practical study of the rudiments of music- notation, rhythm, keys, scales, and terminology with the object of attaining and applying a basic musical literacy. Concert attendance required. Open to non-majors & majors who need to complete a theory prerequisite.

MUS 4A - Ukulele Class (1)

Learn the basics of playing the ukulele - including chords, songs and how to tune your ukulele. Expand upon your skills, play songs and build on your repertoire of chords and techniques. Ukuleles provided with a class fee. You can then pick up your ukulele on the first day of class. Suggested for beginning guitar students.

MUS 4B - Intermediate Guitar Class (1)

This course is intended as an expansion on contemporary popular guitar styles and techniques acquired in beginning guitar. Prerequisite: ability to read music and play chord structures proficiently. Instructor approval

MUS 5 - Music Practicum (0.5, 0.5)

A weekly forum for music majors, and minors, for the purpose of sharing information, current current developments, presentations of guest speakers and clinicians from the industry, lectures, reports from students, and student performances. (Credit/No Credit)

MUS 6 - The Music Community: Exploring Sound and Meaning (3)

The study of the sound and function of music with a focus on Western art (or classical), popular and folk music traditions to develop the necessary tools for basic understanding and appreciation of music. GE 5B.

MUS 7 - Voice Class (1)

Study of fundamental techniques of breath control tone production, diction, and interpretation. Development of appropriate repertoire. Open to both music (other than voice major) and non-music majors. May be repeated for credit.

MUS 8A - Elementary Piano I (1)

Orientation to the piano, introduction to rudiments of music including note reading, basic chords and five finger scales. Simple pieces played with both hands in several major keys.

MUS 8B - Elementary Piano II (1)

Instruction includes scale structures of major keys and primary chord harmonizations in simple major and minor keys. Easy pieces making use of extended hand positions,

and played with attention to good rhythm, tone and dynamics. Prerequisite: MUS 8A or consent of instructor.

MUS 8C - Intermediate Piano (1)

The course includes technical studies, major and minor scales, hand over hand arpeggios and chord progressions. Pieces from easy classic repertoire played with attention to basic concepts of piano technique, style and interpretation. Prerequisite: MUS 8B or consent of instructor.

MUS 11 - Functional Keyboard Skills (1)

A keyboard class to develop practical knowledge of chords, chord progressions, cadences, simple accompaniment of melodies, transposition and modulation. Includes program for progressive development of sight-reading, technical skills and improvisation. Often taken as Directed Study.

MUS 13 - Applied Music (Non-Maj) (1-3)

Private instruction - instrumental or vocal. For music minors and non majors/minors. May be repeated for credit. Applied Music fee. Instructor consent required.

MUS 15 - Applied Music (Maj) (1-3)

Private instruction - instrumental or vocal. For music majors. May be repeated for credit. Instructor consent required. Applied Music fee.

MUS 16 - Music Cultures of the World (3)

This course offers an introductory survey of selected musical traditions from geographical areas such as Asia, Africa, the Middle East, Latin America, and Eastern Europe. It examines structure, content, materials, and performance contexts of local musics, and the broader role music plays in society as it relates to ethnicity, gender, religion, and politics. This course satisfies the fine arts requirement. GE 5C.

MUS 17 - Women and Gender in Music (3)

This class will study the role of gender in music as reflected by women composers, performers, writers on music, and patrons. This class will also investigate how active participation in music making and performance by women shapes the ways in which gender is represented. This course satisfies the fine arts requirement. GE 5D.

MUS 19 - Mount Chorus (0-1)

Study and performance of masterpieces of choral literature from all periods for women. Open to all students and members of the community. May be repeated for credit.

MUS 21 - Mount Singers (0-1)

Study and performance of masterpieces of choral literature for women from all periods. Open to students and members of the community by audition. May be repeated for credit. Participating students must enroll in MUS 19/MUS 119 concurrently.

MUS 22 - Performance Practices (2)

Study and performance of significant instrumental and vocal literature for solo and ensembles.

MUS 23 - Chamber Music (0-1)

Study and performance of chamber music for various instrumental and/or vocal combinations. May be repeated for credit.

MUS 24A - Surveys of the History and Literature of Music (3)

Development of compositional forms and styles viewed from the historical perspective. A. Antiquity, Renaissance, Baroque B. Romantic, Classical, Present

MUS 24B - Surveys of the History and Literature of Music (3)

Development of compositional forms and styles viewed from the historical perspective. A. Antiquity, Renaissance, Baroque B. Romantic, Classical, Present

MUS 26 - Brass and Percussion Instruments: Introductory Techniques (1)

Elementary instruction and techniques, care of instruments, and survey of methods.

MUS 27 - Woodwind Instruments: Introductory Techniques (1)

Elementary instruction and techniques, care of instruments, and survey of methods.

MUS 29 - String Instruments: Introductory Techniques (1)

Elementary instruction and techniques, care of instruments, and survey of methods.

MUS 37 - Diction for Singers (2)

The fundamentals of phonetics and sound production in Italian, French, and German as applied to singing.

MUS 42 - American Musical Theater (3)

A history of the American Musical from its origins to the present day. The class will include in-depth analysis of varied musicals to further the understanding of how plot, musical

structure and interpretation combine to define the genre. GE 5B.

MUS 60 - Mount Orchestra (0-1)

Offers students instructions in orchestral music through the study and performance of quality literature representing a variety of style periods and musical genre. May be repeated for credit. Prerequisite: Audition with director.

MUS 70 - Percussion Ensemble (0-1)

Students perform together and learn snare drum, bass drum, cymbals, tambourine, triangle, simple mallet playing, and timpani in an ensemble setting.

MUS 101A - Musicianship I: Harmony (3)

(Harmony - 3, Solfege - 1 Lecture, three hours and laboratory, two hours each week.) A functional study of the theoretical elements of music including the quantitative and aesthetic aspects of rhythm, intervals, scales, triads, two- and three-part counterpoint, and problem-solving chord connection up to the chord of the seventh. Development of aural, visual, singing, writing playing, improvisatory, and compositional skills in notation, scales, modes, rhythm, and melodic and harmonic intervals. Prerequisite for MUS 1A, MUS 1B: MUS 3 or consent of instructor. Prerequisite for MUS 1C, MUS 1D: MUS 1A, MUS 1B or consent of the instructor.

MUS 101B - Musicianship I: Solfege (1)

(Harmony - 3, Solfege - 1 Lecture, three hours and laboratory, two hours each week.) A functional study of the theoretical elements of music including the quantitative and aesthetic aspects of rhythm, intervals, scales, triads, two- and three-part counterpoint, and problem-solving chord connection up to the chord of the seventh. Development of aural, visual, singing, writing playing, improvisatory, and compositional skills in notation, scales, modes, rhythm, and melodic and harmonic intervals. Prerequisite for MUS 1A, MUS 1B: MUS 3 or consent of instructor. Prerequisite for MUS 1C, MUS 1D: MUS 1A, MUS 1B or consent of the instructor.

MUS 101C - Musicianship I: Harmony (3)

(Harmony - 3, Solfege - 1 Lecture, three hours and laboratory, two hours each week.) A functional study of the theoretical elements of music including the quantitative and aesthetic aspects of rhythm, intervals, scales, triads two- and three-part counterpoint, and problem-solving chord connection up to the chord of the seventh. Development of aural, visual singing, writing, playing, improvisatory, and compositional skills in notation, scales, modes rhythm, and melodic and harmonic intervals. Prerequisite for MUS 1A, MUS 1B: MUS 3 or consent of instructor. Prerequisite for

MUS 1C, MUS 1D: MUS 1A, MUS 1B or consent of the instructor.

MUS 101D - Musicianship I: Solfege (1)

(Harmony - 3, Solfege - 1 Lecture, three hours and laboratory, two hours each week.) A functional study of the theoretical elements of music including the quantitative and aesthetic aspects of rhythm, intervals, scales, triads, two- and three-part counterpoint, and problem-solving chord connection up to the chord of the seventh. Development of aural, visual, singing, writing playing, improvisatory, and compositional skills in notation, scales, modes, rhythm, and melodic and harmonic intervals. Prerequisite for MUS 1A, MUS 1B: MUS 3 or consent of instructor. Prerequisite for MUS 1C, MUS 1D: MUS 1A, MUS 1B or consent of the instructor.

MUS 102A - Musicianship II: Harmony (3)

(Harmony-3, Solfege-1 Lecture, three hours, and laboratory two hours each week) Continuation of Musicianship I, including ninth, eleventh, and thirteenth chords, chromatic harmony and modulation. Contemporary techniques in harmony rhythm, melody, counterpoint and form, including the 12-tone technique, chance and electronic music. Development of aural, visual, singing writing, playing, improvisatory, and compositional skills in compound intervals, chromatic and atonal melodies, chromatic harmonies, modulation, and more complex meters and rhythms to include twentieth century techniques.

MUS 102B - Musicianship II: Solfege (1)

(Harmony-3, Solfege-1 Lecture, three hours, and laboratory two hours each week) Continuation of Musicianship I, including ninth, eleventh, and thirteenth chords, chromatic harmony and modulation. Contemporary techniques in harmony rhythm, melody, counterpoint and form, including the 12-tone technique, chance and electronic music. Development of aural, visual, singing writing, playing, improvisatory, and compositional skills in compound intervals, chromatic and atonal melodies, chromatic harmonies, modulation, and more complex meters and rhythms to include twentieth century techniques.

MUS 105 - Music Practicum (0.5, 0.5)

A weekly forum for music majors, and minors, for the purpose of sharing information, current current developments, presentations of guest speakers and clinicians from the industry, lectures, reports from students, and student performances. (Credit/No Credit)

MUS 106 - The Music Community: Exploring Sound and Meaning (3)

The study of the sound and function of music with a focus on Western art (or classical), popular and folk music traditions to develop the necessary tools for basic understanding and appreciation of music. GE 5B.

MUS 113 - Applied Music (Non-Maj) (1-3)

Private instruction - instrumental or vocal. For music minors and non majors/minors. May be repeated for credit. Applied Music fee. Instructor consent required.

MUS 115 - Applied Music (Maj) (1-3)

Private instruction - instrumental or vocal. For music majors. May be repeated for credit. Instructor consent required. Applied Music fee.

MUS 116 - Music Cultures of the World (3)

This course offers an introductory survey of selected musical traditions from geographical areas such as Asia, Africa, the Middle East, Latin America, and Eastern Europe. It examines structure, content, materials, and performance contexts of local musics, and the broader role music plays in society as it relates to ethnicity, gender, religion, and politics. This course satisfies the fine arts requirement. GE 5C.

MUS 117 - Women and Gender in Music (3)

This class will study the role of gender in music as reflected by women composers, performers, writers on music, and patrons. This class will also investigate how active participation in music making and performance by women shapes the ways in which gender is represented. This course satisfies the fine arts requirement. GE 5D.

MUS 119 - Mount Chorus (0-1)

Study and performance of masterpieces of choral literature from all periods for women. Open to all students and members of the community. May be repeated for credit.

MUS 120 - Rock Communities (3)

This course uses paradigmatic rock albums and films as points of departure for exploring the cultural expressions of distinct musical communities, including the African American R&B community of the 1950s and 60s, the rock 'n' roll "counterculture" community of the 60s and 70s, and contemporary national and international communities of pop music fans. The course is divided into five chronologically-ordered units: (1) Roots to Rock (1950-1965), (2) The Counterculture (1965-1970), (3) Trouble in Paradise (1970-1975), (4) Rock to Pop (1975-1995), and (5) Today and Beyond (1995-present). Course themes include music and

race, music and class, music and commercialism, and music and politics. GE 5B.

MUS 121 - Mount Singers (0-1)

Study and performance of masterpieces of choral literature for women from all periods. Open to students and members of the community by audition. May be repeated for credit. Participating students must enroll in MUS 19/MUS 119 concurrently.

MUS 122 - Performance Practices (2)

Study and performance of significant instrumental and vocal literature for solo and ensembles.

MUS 123 - Chamber Music (0-1)

Study and performance of chamber music for various instrumental and/or vocal combinations. May be repeated for credit.

MUS 124A - Survey of the History and Literature of Music (3)

Development of compositional forms and styles viewed from the historical perspective. A. Antiquity, Renaissance, Baroque B. Romantic, Classical, Present

MUS 124B - Surveys of the History and Literature of Music (3)

Development of compositional forms and styles viewed from the historical perspective. A. Antiquity, Renaissance, Baroque B. Romantic, Classical, Present

MUS 130 - Creative Music Experience (1)

An introduction to music and its use in the education and development of children. Emphasis is placed on rhythm, melody, harmony, form, style notation, and creativity. It includes instruction on melodic, percussion, and fretted instruments classroom observation and participation. This course serves as basic preparation for the elementary and intermediate school instructor and for those working in various areas of child development.

MUS 131 - Music Technology (2)

This course will provide students with a basic foundation of skills relating to the application of audio technology in the fields of music and media. Students are expected to possess basic knowledge of music notation, music fundamentals, and computers (Mac). This course will be relevant to musicians (performers, composers, songwriters), producers, and those in film and media. Topics covered will include properties of sound and acoustics, DAWs (Digital Audio Workstations), music notation software (Sibelius/Finale), Musical Instrument Digital Interface (MIDI), sound

recording/editing, digital instruments, and sonic/visual aesthetics. Students will gain skills in these topics through hands-on individual projects, culminating in a student-tailored final project designed to complement each student's goals.

MUS 133 - Form & Analysis (2)

A study of the forms found in Classical period music: motive, phrase, period, song form, rondo theme and variation, and sonata. Principles of understanding musical structures as they apply to folk, pop and music of world cultures.

MUS 134 - Orchestration & Arranging (2)

Designed to provide facility in writing for various instrumental combinations. Techniques analysis and use of the orchestra by the composers of the 18th, 19th, and 20th centuries. Includes ranges, tonal possibilities, technical limitations.

MUS 135 - Composition (2)

Analysis, improvisation and composition of music in various styles, forms, and instrumental and/ or vocal combinations, and electronic sound sources. May be repeated for credit. Often taken as Directed Study.

MUS 137 - Diction for Singers (2)

The fundamentals of phonetics and sound production in Italian, French, and German as applied to singing.

MUS 139 - Instrumental Conducting (2)

Study of baton technique, score reading, and interpretation of orchestral literature.

MUS 140 - Choral Techniques (2)

To develop skills in the fundamentals of choral conducting related to breath and gesture. Starting with tempo, articulation, and dynamics in the right hand, and matters of expression and precision in the left, the course builds on this body of knowledge to attain greater competency in obtaining nuance, rhythmic precision, and subtle accentuation through one's conducting technique as related to choral ensembles and variety of musical styles. Conducting technique, appropriate gestures, score preparation and rehearsal technique will be emphasized.

MUS 142 - American Musical Theater (3)

A history of the American Musical from its origins to the present day. The class will include in-depth analysis of varied musicals to further the understanding of how plot, musical

structure and interpretation combine to define the genre. GE 5B.

MUS 144 - Mariachi Music (3)

This course uses Mariachi music as a point of departure for exploring the sociocultural, political, and economic relationships between communities in Mexico and the US. Following a Mariachi-centric introduction to basic musical concepts, each of the course's five units focuses on a different facet of the Mexico- US relationship, including politics, urbanism, and gender encouraging student to critically evaluate cultural expressions, interrogate the connections between them, and value their differences.

MUS 145 - Music and Violence (3)

This course explores the role of music in generating, sustaining and contesting acts of political violence. It focuses on conflicts occurring throughout the globe, both historical and current, with case studies that examine terrorism, warfare, revolution, street violence, reconciliation and peace. The goal of this integrated study experience is to build an understanding of music's motivational powers and the interactive effects of music and political violence. The course will feature visiting performers and will pay particular attention to the discretely musical aspects of human and cultural rights. Our work will be oriented towards activism beyond the classroom. Students will become comfortable hearing music and thinking about musical practices in terms of how sounds and the realities they create are related to rights, discourses, and claims. GE 6A when linked with POL 143.

MUS 146A - Special Projects in Music: Vocal Literature (1-3)

*Special Projects courses with a designation of 1-3 credits may be repeated for a maximum of 3 credits.

MUS 146B - Special Projects in Music: Instrumental Literature (1-3)

*Special Projects courses with a designation of 1-3 credits may be repeated for a maximum of 3 credits.

MUS 146C - Special Projects in Music: Music History and Literature (1-3)

*Special Projects courses with a designation of 1-3 credits may be repeated for a maximum of 3 credits.

MUS 146D - Special Projects in Music: Church Music (1-3)

*Special Projects courses with a designation of 1-3 credits may be repeated for a maximum of 3 credits.

MUS 146E - Special Projects in Music: Music Scoring (3)

Symphony Orchestra, Wind Ensemble, or Choral Ensemble (UCLA course MUS124 A, B, or C). Cross registration at UCLA C176 will meet the requirements for this course.

MUS 146F - Special Projects in Music: Music Education (1-3)

*Special Projects courses with a designation of 1-3 credits may be repeated for a maximum of 3 credits.

MUS 146G - Special Projects in Music: Musicianship (1-3)

*Special Projects courses with a designation of 1-3 credits may be repeated for a maximum of 3 credits.

MUS 146H - Special Projects in Music: Chamber Music (1-3)

*Special Projects courses with a designation of 1-3 credits may be repeated for a maximum of 3 credits.

MUS 146I - Special Projects in Music: Choral Music (1-3)

*Special Projects courses with a designation of 1-3 credits may be repeated for a maximum of 3 credits.

MUS 146J - Special Projects in Music: Music Therapy (1-3)

Consists of topics related to the field of Music Therapy including research & required observation of Music Therapy in clinical settings (course may be repeated for up to 3 three units).

MUS 146K - Special Projects in Music: Conducting (1-3)

*Special Projects courses with a designation of 1-3 credits may be repeated for a maximum of 3 credits.

MUS 146L - Special Projects in Music: Electronic Music Composition (3)

Cross registration at UCLA C176 will meet the requirements for this course.

MUS 146M - Special Projects in Music: Women in Music (1-3)

*Special Projects courses with a designation of 1-3 credits may be repeated for a maximum of 3 credits.

MUS 146N - Special Projects in Music: Special Topic (1-3)

*Special Projects courses with a designation of 1-3 credits may be repeated for a maximum of 3 credits.

MUS 146O - Special Projects in Music: Senior Project (1-3)

Students normally register for this course in spring of their senior year. Students with an emphasis in performance present a senior recital with scholarly program notes in lieu of a written thesis. Students with an emphasis in music history complete a written thesis. Students with an emphasis in music scoring for media submit a portfolio of their work. Students with an emphasis in music education are required to present a half-hour solo recital in addition to requirements specified by the Education Department. Students with an emphasis in music industry present a capstone project related to music industry. *Special Projects courses with a designation of 1-3 credits may be repeated for a maximum of 3 credits.

MUS 146P - Special Projects in Music: Music Industry (3)

Cross registration at UCLA C176 will meet the requirements for this course.

MUS 147 - Seminar in Music Education (2)

Overview of the organization of music in the schools. Scheduling, length, and content of music offerings. Consideration of general music classes, chorus, glee clubs, orchestras, band ensembles, theory and music literature. Review of technology available for music education. Observation and some supervised teaching.

MUS 149 - The Business of Music (3)

Introduces various aspects of the music business, such as songwriting; copyrighting; publishing; music in the marketplace, broadcasting, and film; business affairs; the record industry; private studio teaching; music and the Internet; and career planning and development.

MUS 151 - Pedagogy: Principles and Methods (2)

Analysis and comparison of various procedures for beginning and intermediate instruction. Review of various approaches to the art of teaching and selection of appropriate literature for keyboard voice and instruments.

MUS 153 - Introduction to Music Industry (3)

An overview of the music industry. Students will explore a variety of music industry career paths in areas such as arts management, music products and merchandising, public

relations, music production and recording, publishing, online music distribution, and live music event organization.

MUS 154 - Music and Arts Entrepreneurship (3)

Entrepreneurial skills and context for arts-based careers and business ventures. Students develop arts projects related to their interests.

MUS 155 - Introduction to Songwriting (3)

*Prerequisite for Studio Techniques practicum
Studies the craft of songwriting. Emphasis is on the creation of original melodies and lyrics. A variety of non-classical contemporary musical styles are considered.

MUS 156 - Arts Management Practicum (2)

Practicum in which students produce a music recital, live production. Production is accomplished in guided stages including: planning and budgeting, establishing a venue, promotion (both traditional and via social media), and stage production. Students are provided with a small stipend to complete their project.

MUS 157 - Studio Techniques Practicum (2)

Practicum in which students make a demo recording. The recording is completed in guided stages including: planning and budgeting, studio recording, studio editing, and promotion via social media/ audio platforms. Students are provided with a small stipend to complete their project. Prerequisite: MUS 155 (p. 358).

MUS 158 - Youth Orchestra Practicum and Outreach (2)

Practicum in which students volunteer as teachers and/or administrators at a local youth orchestra. 1.5 hours of weekly volunteer time are matched by class meetings dedicated to discussing students' applied experiences, developing teaching skills, and exploring the history, goals, pitfalls, and potentials of youth orchestras, ensembles in Los Angeles.

MUS 160 - Mount Orchestra (0-1)

Offers students instructions in orchestral music through the study and performance of quality literature representing a variety of style periods and musical genre. May be repeated for credit. Prerequisite: Audition with director.

MUS 162 - Functional Skills for Therapy & Lab (3)

Music in program development at community centers, recreation centers and senior citizen centers. Includes song materials and song-leading activities with such instruments as guitar, ukulele, percussion, and other instruments. Emphasis on therapeutic aspect of musical participation and creativity. 2 hours lecture, 2 hours lab per week.

MUS 163 - Music Therapy Improvisation (2)

A study of various models of improvisation that are practiced in the music therapy profession. Theoretical concepts will be explored via class demonstrations, exercises, and guest lectures.

MUS 164 - Psychology of Music (3)

Inquiry into the application of music to the more recent developments in psychology exploring the mental processes underlying musical behaviors and how emotion, environment, cognitive capacity, personality, individual differences, and other factors influence how we perceive music.

MUS 165 - Guitar Ensemble (0-1)

The Guitar Ensemble consist of the practice of music for guitar in groups that can go from duets, trios, and quartets, to larger ensembles of guitars. The group will meet once a week.

MUS 166 - Music Therapy Practicum (3)

Supervised clinical experience in Music Therapy.

MUS 167 - Influence on Music & Behavior (3)

Study of music as a form of human behavior and the fundamental constructs for the use of music as a therapeutic medium.

MUS 170 - Percussion Ensemble (0-1)

Students perform together and learn snare drum, bass drum, cymbals, tambourine, triangle, simple mallet playing, and timpani in an ensemble setting.

MUS 196H - Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

NUR - Nursing

NUR 1 - Validation of Clinical Comptence (0.0 28.0)

When a student is licensed to practice as a Registered Nurse in the state of California credit for courses equivalent to MSMU lower and upper division nursing courses are transferable. The courses must have been completed through an accredited junior or senior college to be accepted as transfer units. With a satisfactory rating on the Validation of Clinical Competence form.

NUR 12T - Nutrition and Health (2)

This theory course focuses on nutrition across the lifespan, including an emphasis on health promotion and disease management. This course emphasizes the interrelationships

between nutrition, food and the environment as they impact health. BSN Sophomore standing

NUR 13A - Pharmacology I (1)

This theory course focuses on the scientific principles of pharmacokinetics, pharmacodynamics as well as relevant policy issues, therapeutic applications, and safe administration of pharmacologic agents.

NUR 13T - Pharmacology I (1)

This theory course focuses on the scientific principles of pharmacokinetics, pharmacodynamics as well as relevant policy issues, therapeutic applications, and safe administration of pharmacologic agents.

NUR 14A - Pharmacology II (2)

This theory course further develops the scientific principles of pharmacology, including the introduction and discussion of the major therapeutic drug classes.

NUR 14T - Pharmacology II (2)

This theory course further develops the scientific principles of pharmacology, including the introduction and discussion of the major therapeutic drug classes.

NUR 20 - Adaptation Model Nursing Theory (2)

Introduction of the Roy Adaptation Model as a theoretical framework for nursing practice. Emphasis is on nursing process according to adaptation theory, with integration of physiological and psychosocial modes of adaptation in the adult population.

NUR 23 - Principles and Practice of Nursing Skills (2)

This course introduces theoretical foundation for basic assessment skills including interviewing (beginning communication skills), observation basic physical assessment, vital signs measurement. The course also introduces basic nursing skills and interventions necessary for safe patient care, including sterile techniques concepts of infection control, and basic hygiene care. The concurrent clinical component in the Skills Lab focuses on development of associated psychomotor skills introduced in NUR 23. Prerequisite: NUR 20 or concurrent enrollment with NUR 20.

Prerequisite: NUR 20 or concurrent enrollment with NUR 20.

NUR 23L - Principles and Practice of Nursing Skills (1)

This course introduces theoretical foundation for basic assessment skills including interviewing (beginning communication skills), observation basic physical assessment, vital signs measurement. The course also

introduces basic nursing skills and interventions necessary for safe patient care, including sterile techniques concepts of infection control, and basic hygiene care. The concurrent clinical component in the Skills Lab focuses on development of associated psychomotor skills introduced in NUR 23.

Prerequisite: NUR 20 or concurrent enrollment with NUR 20.

Prerequisite: NUR 20 or concurrent enrollment with NUR 20.

NUR 24 - Adult Adaptation Nursing I (2)

This course involves an Adaptation Process approach focusing on the Physiologic Mode of adult population. The course focuses on beginning adaptation problems of oxygenation, nutrition activity/rest, elimination and protection needs of the patient. The impact of physiological processes of fluid and electrolytes neurological, endocrine, sensory system in adaptation is discussed. Prerequisite: NUR 20 NUR 23/NUR 23L, NUR 30, or concurrent enrollment with NUR 30.

Prerequisite: NUR 20, NUR 23/NUR 23L, NUR 30, or concurrent enrollment with NUR 30.

NUR 24A - Medical-Surgical Principles and Practice Of Skills I (0.5)

Introduction of skills for nursing interventions related to medication administration, management of mobility problems, management of nutritional problems, management of elimination problems, and fluid management. Prerequisite: NUR 20, NUR 23/NUR 23L NUR 30 or concurrent enrollment with NUR 30.

Prerequisite: NUR 20, NUR 23/NUR 23L, NUR 30 or concurrent enrollment with NUR 30.

NUR 24L - Medical-Surgical Principles and Practice Of Skills I (0.5)

Introduction of skills for nursing interventions related to medication administration, management of mobility problems, management of nutritional problems, management of elimination problems, and fluid management. Prerequisite: NUR 20, NUR 23/NUR 23L NUR 30 or concurrent enrollment with NUR 30.

Prerequisite: NUR 20, NUR 23/NUR 23L, NUR 30 or concurrent enrollment with NUR 30.

NUR 25 - Medical-Surgical Practicum I (2)

This first medical-surgical practicum introduces the student to the care of the adult hospitalized patient with common medical-surgical problems. Experience is provided in a variety of hospital settings and with patients who are at

various points along the health-illness continuum. The focus of this course is the application of concepts from Adult Adaptation I (NUR 24) and Medical-Surgical Principles and Practice of Nursing Skills (NUR 24A/NUR 24L).

Prerequisite: NUR 20, NUR 23/NUR 23L, NUR 30, or concurrent enrollment with NUR 30. NUR 24, NUR 24A/NUR 24L, NUR 25 are taken concurrently and must be passed successfully before progressing.

Prerequisite: NUR 20, NUR 23/NUR 23L, NUR 30, or concurrent enrollment with NUR 30. NUR 24, NUR 24A/NUR 24L, NUR 25 are taken concurrently and must be, passed successfully before progressing.

NUR 26 - Adult Adaptation Nursing II (2)

The second medical-surgical course focuses on advanced adaptation problems of oxygenation nutrition, activity/rest, elimination and protection needs of the patient and incorporates the psychosocial modes in applying the Adaptation Model. The impact of physiological processes of fluid and electrolytes, neurological, endocrine sensory system in adaptation is discussed. Prerequisites: NUR 20, NUR 23/NUR 23L, NUR 30, NUR 24, NUR 24A/NUR 24L NUR 25.

Prerequisite: NUR 20, NUR 23/NUR 23L, NUR 30, NUR 24, NUR 24A/NUR 24L, NUR 25.

NUR 26A - Medical-Surgical Principles and Practice Of Skills II (0.5)

Introduction of skills for nursing interventions related to IV insertion and central line management, blood therapies, airway and oxygenation management. Prerequisites: NUR 20 NUR 23/NUR 23L, NUR 30, NUR 24, NUR 24A/ NUR 24L, NUR 25.

Prerequisite: NUR 20, NUR 23/NUR 23L, NUR 30, NUR 24, NUR 24A/NUR 24L, NUR 25.

NUR 26L - Medical-Surgical Principles and Practice Of Skills II (0.5)

Introduction of skills for nursing interventions related to IV insertion and central line management, blood therapies, airway and oxygenation management. Prerequisites: NUR 20 NUR 23/NUR 23L, NUR 30, NUR 24, NUR 24A/NUR 24L, NUR 25.

Prerequisite: NUR 20, NUR 23/NUR 23L, NUR 30, NUR 24, NUR 24A/NUR 24L, NUR 25.

NUR 27 - Medical-Surgical Nursing Practicum II (2)

This second medical-surgical practicum provides the student with experience in the care of the adult hospitalized patient with common medical-surgical problems. Experience is

provided in a variety of hospital settings and with patients who are at various points along the health-illness continuum. The focus of this course is the application of concepts from Adult Adaptation II (NUR 26) and Medical-Surgical Principles and Practice of Nursing Skills (NUR 26A/NUR 26L). Prerequisites: NUR 20, NUR 23/NUR 23L, NUR 30, NUR 24, NUR 24A/NUR 24L, NUR 25. NUR 26, NUR 26A/NUR 26L, NUR 27 are taken concurrently and must be passed successfully before progressing.

Prerequisite: NUR 20, NUR 23/NUR 23L, NUR 30, NUR 24, NUR 24A/NUR 24L, NUR 25. NUR 26, NUR 26A/NUR 26L, NUR 27, are taken concurrently and must be passed successfully, before progressing.

NUR 28 - Adult and Adolescent Mental Health Adaptation (2)

This course introduces the student to an array of mental health problems of adolescent, adult, and geriatric population. The focus of the course is the psychosocial impact of health-illness problems and its adaptation process. The course addresses legal and social issues of the mentally ill and provides students with available resources for interventions. Prerequisites: NUR 20, NUR 23/NUR 23L, NUR 30, NUR 24, NUR 24A/NUR 24L, NUR 25.

Prerequisite: NUR 20, NUR 23/NUR 23L, NUR 30, NUR 24, NUR 24A/NUR 24L, NUR 25.

NUR 28A - Principles and Practice of Advanced Interpersonal Skills (1)

This course introduces the students to basic and advanced therapeutic communications skills. Dynamics of interpersonal relationships and assertiveness principles are addressed. Prerequisites: NUR 20, NUR 23/NUR 23L, NUR 30, NUR 24, NUR 24A/NUR 24L, NUR 25.

Prerequisite: NUR 20, NUR 23/NUR 23L, NUR 30, NUR 24, NUR 24A/NUR 24L, NUR 25.

NUR 29 - Mental Health Practicum (2)

This course provides the student with experiences interacting with adolescent, adult, and geriatric population with mental health illness. The focus of the course is the psychosocial impact of health-illness problems and its adaptation process and application of concepts from Adult and Adolescent Mental Health Adaptation (NUR 28) and Principles and Practice of Advanced Interpersonal Skills (NUR 28A). Prerequisites: NUR 20, NUR 23/NUR 23L, NUR 30, NUR 24, NUR 24A/NUR 24L, NUR 25. NUR 28, NUR 28A, NUR 29 are taken concurrently and must be passed successfully before progressing.

Prerequisite: NUR 20, NUR 23/NUR 23L, NUR 30, NUR 24, NUR 24A/NUR 24L, NUR 25. NUR 28, NUR 28A, NUR 29 are taken concurrently and must be passed successfully before progressing.

NUR 30 - Pharmacology (2)

This course presents pharmacology as related to treatment of pathological processes. Major drug classes and mechanisms of drug actions as well as nursing implications are covered. NUR 20 or concurrent enrollment with NUR 20, and concurrent enrollment with NUR 24, NUR 24A, NUR 24L, NUR 25.

Prerequisite: NUR 20 or concurrent enrollment with NUR 20, and concurrent enrollment with NUR 24, NUR 24A, NUR 24L, NUR 25.

NUR 31 - Children: Adaptation (2)

This course introduces the student to health problems of children and the impact on the family unit. The focus of the course is the bio-psycho-social impact of health-illness problems and its adaptation process. The course addresses legal and social issues of children and provides students with available resources for interventions. Prerequisites: NUR 20, NUR 23/NUR 23L, NUR 30, NUR 24, NUR 24A/NUR 24L, NUR 25, NUR 26, NUR 26A/NUR 26L, NUR 27, NUR 28, NUR 28A, NUR 29.

Prerequisite: NUR 20, NUR 23/NUR 23L, NUR 30, NUR 24, NUR 24A/NUR 24L, NUR 25, NUR 26, NUR 26A/NUR 26L, NUR 27, NUR 28, NUR 28A, NUR 29.

NUR 32 - Children: Practicum (2)

The course provides clinical experience of children, focusing on bio-psycho-social impact of health related problems in an acute care setting. Prerequisites: NUR 20, NUR 23/NUR 23L, NUR 30, NUR 24, NUR 24A/NUR 24L, NUR 25, NUR 26, NUR 26A, NUR 26L, NUR 27, NUR 28, NUR 28A, NUR 29. NUR 31, NUR 32 are taken concurrently and must be passed successfully before progressing.

Prerequisite: NUR 20, NUR 23/NUR 23L, NUR 30, NUR 24, NUR 24A/NUR 24L, NUR 25, NUR 26, NUR 26A, NUR 26L, NUR 27, NUR 28, NUR 28A, NUR 29. NUR 31, NUR 32, are taken concurrently and must be passed successfully before progressing.

NUR 33 - Professional and Management Issues in Nursing (2)

The course examines issues faced by professional nurses in providing health care, focusing on the roles of the professional nurse. It also addresses beginning concepts of leadership role in discussing principles of leadership and management. Prerequisites: NUR 20, NUR 23/NUR 23L,

NUR 30, NUR 24 (p. 360), NUR 24A (p. 360)/NUR 24L, NUR 25, NUR 28, NUR 28A, NUR 29, NUR 31, NUR 32, NUR 35, NUR 36 (p. 362), NUR 37, NUR 38, NUR 46, NUR 47.

Prerequisite: NUR 20, NUR 23/NUR 23L, NUR 30, NUR 24, NUR 24A/NUR 24L, NUR 25, NUR 28, NUR 28A, NUR 29, NUR 31, NUR 32, NUR 35, NUR 36, NUR 37, NUR 38, NUR 46, NUR 47.

NUR 35 - Childbearing: Adaptation (2)

This course introduces the student to health problems of the childbearing adult and the impact on the family unit. The focus of the course is the bio-psycho-social impact of health-illness problems and its adaptation process. The course addresses legal and social issues of childbearing and provides students with available resources for interventions.

Prerequisites: NUR 20, NUR 23/NUR 23L, NUR 30, NUR 24 (p. 360), NUR 24A/NUR 24L, NUR 25, NUR 26, NUR 26A/NUR 26L, NUR 27, NUR 28, NUR 28A, NUR 29.

Prerequisite: NUR 20, NUR 23/NUR 23L, NUR 30, NUR 24, NUR 24A/NUR 24L, NUR 25, NUR 26, NUR 26A/NUR 26L, NUR 27, NUR 28, NUR 28A, NUR 29.

NUR 36 - Childbearing: Practicum (2)

The course provides clinical experience of the childbearing adult, focusing on bio-psycho-social impact of health related problems in an acute care setting. Prerequisites: NUR 20, NUR 23/NUR 23L, NUR 30, NUR 24, NUR 24A/NUR 24L, NUR 25, NUR 28, NUR 28A, NUR 29. NUR 35, NUR 36 are taken concurrently and must be passed successfully before progressing.

Prerequisite: NUR 20, NUR 23/NUR 23L, NUR 30, NUR 24, NUR 24A/NUR 24L, NUR 25, NUR 28, NUR 28A, NUR 29. NUR 35, NUR 36 are taken concurrently and must be passed successfully before progressing.

NUR 37 - Gerontological Nursing: Adaptation (2)

This course introduces the student to multiple and chronic health problems of the geriatric population. The focus of the course is the bio-psycho-social impact of health-illness problems and its adaptation process. The course addresses legal and social issues of the older adults and provides students with available resources for interventions.

Prerequisites: NUR 20, NUR 23/NUR 23L, NUR 30, NUR 24, NUR 24A/NUR 24L, NUR 25, NUR 26, NUR 26A/NUR 26L, NUR 27, NUR 28, NUR 28A, NUR 29.

Prerequisite: NUR 20, NUR 23/NUR 23L, NUR 30, NUR 24, NUR 24A/NUR 24L, NUR 25, NUR 26, NUR 26A/NUR 26L, NUR 27, NUR 28, NUR 28A, NUR 29.

NUR 38 - Gerontological Nursing: Practicum (2)

The course provides clinical experience of older adults, focusing on bio-psycho-social impact of health related problems in a long-term setting. The course also will experience the manager role of the RN. Prerequisites: NUR 20, NUR 23/NUR 23L, NUR 30, NUR 24, NUR 24A/NUR 24L, NUR 25, NUR 26, NUR 26A/NUR 26L, NUR 27, NUR 28, NUR 28A, NUR 29. NUR 37, NUR 38 are taken concurrently and must be passed successfully before advancing.

Prerequisite: NUR 20, NUR 23/NUR 23L, NUR 30, NUR 24, NUR 24A/NUR 24L, NUR 25, NUR 26, NUR 26A/NUR 26L, NUR 27, NUR 28, NUR 28A, NUR 29. NUR 37, NUR 38 are taken concurrently and must be passed successfully before advancing.

NUR 46 - Adult Adaptation Nursing III (2)

This course introduces the student to health problems of acute, complex, multi-system health problems of adults. The focus of the course is the bio-psycho-social impact of health-illness problems and its adaptation process. Nursing interventions focus on acute medical and nursing management of adults. Prerequisites: NUR 20, NUR 23/NUR 23L, NUR 30, NUR 24, NUR 24A/NUR 24L, NUR 25, NUR 26, NUR 26A/NUR 26L, NUR 27, NUR 28, NUR 28A, NUR 29, NUR 31, NUR 32, NUR 35, NUR 36, NUR 37, NUR 38.

Prerequisite: NUR 20, NUR 23/NUR 23L, NUR 30, NUR 24, NUR 24A/NUR 24L, NUR 25, NUR 26, NUR 26A/NUR 26L, NUR 27, NUR 28, NUR 28A, NUR 29, NUR 31, NUR 32, NUR 35, NUR 36, NUR 37, NUR 38.

NUR 47 - Medical-Surgical Nursing Practicum III (2)

The course provides clinical experience of acute complex, multi-system management of adults in an acute care setting. Focus of care is on bio-psycho-social impact of acute health problems on an individual and the family. Prerequisites: NUR 20, NUR 23/NUR 23L, NUR 30, NUR 24, NUR 24A/NUR 24L, NUR 25, NUR 26, NUR 26A/NUR 26L, NUR 27, NUR 28, NUR 28A, NUR 29, NUR 31, NUR 32, NUR 35, NUR 36, NUR 37, NUR 38.

NUR 46, NUR 47 are taken concurrently and must be passed successfully before progressing.

Prerequisite: NUR 20, NUR 23/NUR 23L, NUR 30, NUR 24, NUR 24A/NUR 24L, NUR 25, NUR 26, NUR 26A/NUR 26L, NUR 27, NUR 28, NUR 28A, NUR 29, NUR 31, NUR 32, NUR 35, NUR 36, NUR 37, NUR 38. NUR 46, NUR 47 are taken concurrently and must be passed successfully before progressing.

NUR 48 - Professional Nursing Practicum (2)

The course provides an internship experience in applying leadership and management principles in an acute care settings. Focus of care is on developing clinical and leadership skills of a beginning professional nurse. A group of students is assigned to a preceptor/mentor of the assigned unit during the experience. Prerequisites: NUR 20 NUR 23/NUR 23L, NUR 30, NUR 24, NUR 24A/NUR 24L, NUR 25, NUR 26, NUR 26A/NUR 26L, NUR 27, NUR 28, NUR 28A (p. 361), NUR 29, NUR 31, NUR 32, NUR 35, NUR 36, NUR 37, NUR 38, NUR 46, NUR 47.

Prerequisite: NUR 20, NUR 23/NUR 23L, NUR 30, NUR 24, NUR 24A/NUR 24L, NUR 25, NUR 26, NUR 26A/NUR 26L, NUR 27, NUR 28, NUR 28A, NUR 29, NUR 31, NUR 32, NUR 35, NUR 36, NUR 37, NUR 38, NUR 46, NUR 47.

NUR 55A - Adaptation Nursing: Foundations of Nursing and Roy Adaptation Model (6)

This theory and clinical course focuses on foundational nursing concepts. The historical and theoretical basis of professional nursing is presented. The Roy Adaptation Model, a conceptual model which guides the steps of the nursing process, is introduced as the theoretical foundation for professional nursing practice including evidence-based practice, education and health care delivery. 1st Semester ABSN Theory: 3 units Practicum: 3 units

NUR 55AP - Adapt Nur: Fnd of Nur/Roy Adap (0)

This is the practicum course linked to NUR 55A the unit allocation is noted above. Enrollment in this zero unit course is required concurrently with NUR 55A. 1st Semester ABSN

Prerequisite: Required concurrently with NUR 55A.

NUR 55T - Adaptation Nursing: Foundations of Nursing and Roy Adaptation Model (7)

This theory and clinical course focuses on foundational nursing concepts. The historical and theoretical basis of professional nursing is presented. The Roy Adaptation Model, a conceptual model which guides the steps of the nursing process, is introduced as the theoretical foundation for professional nursing practice including evidence-based practice, education and health care delivery. BSN Sophomore Standing Theory: 4 units Practicum: 3 units

NUR 55TP - Adaptation Nursing: Foundations of Nursing and Roy Adaptation Model (0)

This is the practicum course linked to NUR 55T the unit allocation is noted above. Enrollment in this zero unit course

is required concurrently with NUR 55T. BSN Sophomore Standing

Prerequisite: Required concurrently with NUR 55T

NUR 56A - Pathophysiology (3)

This theory course focuses on the basic pathophysiological mechanism of health alterations across the adult lifespan.

NUR 56T - Pathophysiology (3)

This theory course focuses on the basic pathophysiological mechanism of health alterations across the adult lifespan.

NUR 57A - Adaptation Nursing: Fundamental Nursing Skills Lab (1)

This course integrates theory and research into beginning level skills and procedures for the hospitalized adult medical-surgical clients. 1st Semester ABSN Theory: 1/2 unit; Practicum: 1/2 unit

NUR 57T - Adaptation Nursing: Fundamental Nursing Skills Lab (1)

This course integrates theory and research into beginning level skills and procedures for the hospitalized adult medical-surgical clients. BSN Sophomore Standing. Theory: 1/2 unit/ Practicum: 1/2 unit

NUR 62A - Adaptation Nursing: Adult Medical Surgical Nursing I (8)

This theory and clinical course focuses on the care of the client experiencing common alterations in the body's structure, functions and regulatory mechanisms. Collaborative care will be discussed with an emphasis on using the Roy Adaptation Model, a conceptual model which guides the steps of the nursing process, in developing plans of care. 1st Semester ABSN Theory: 4 units Practicum: 4 units

NUR 62AP - Adaptation Nursing: Adult Medical Surgical Nursing I (0)

This is the practicum course linked to NUR 62A the unit allocation is linked to the course above. Enrollment in this zero unit course is required concurrently with NUR 62A. 1st Semester ABSN

Prerequisite: Required concurrently with NUR 62A

NUR 62T - Adaptation Nursing: Adult Medical Surgical Nursing I (7.5)

This theory and clinical course focuses on the care of the client experiencing common alterations in the body's structure, functions and regulatory mechanisms. Collaborative care will be discussed with an emphasis on

using the Roy Adaptation Model, a conceptual model which guides the steps of the nursing process, in developing plans of care. BSN Sophomore Standing, Theory: 3.5 units
Practicum: 4 units

NUR 62TP - Adaptation Nursing: Adult Medical Surgical Nursing I (0)

This is the practicum course linked to NUR 62T the unit allocation is linked to the course above. Enrollment in this zero unit course is required concurrently with NUR 62T. BSN Sophomore Standing

Prerequisite: Required concurrently with NUR62T.

NUR 98 - Independent Studies (1.0-8.0)

Independent investigation of significant problems in nursing. Prerequisite: Consent of instructor. May be repeated for credit.

NUR 99 - Special Studies in Nursing (1.0-3.0)

Selected problems, offered as a course or seminar on current issues in nursing. Prerequisite: Consent of instructor. May be repeated for credit.

NUR 100 - Validation of Clinical Competence (0.0 28.0)

When a student is licensed to practice as a Registered Nurse in the state of California credit for courses equivalent to MSMU lower and upper division nursing courses are transferable. The courses must have been completed through an accredited junior or senior college to be accepted as transfer units. With a satisfactory rating on the Validation of Clinical Competence form.

NUR 101 - Role Transition & Professional Nursing Practice (2)

An exploration course designed to provide learning opportunities for RN to BSN students to broaden their perspectives. The course recognizes and builds on prior nursing education. The content of this course will include but not limited to: critical thinking, evidence-based practice professional roles, values, ethics responsibilities, social justice, and theoretical foundations of professional nursing practice. This course provides the learner with the opportunity to expand their knowledge, values, and meaning in areas of nursing practice utilizing the Roy Adaption Model, other grand theories of nursing and developing their own nursing framework.

NUR 102 - Professional Issues in Nursing Practice And Education (3)

This course is designed to assist the student in analysis of professional nursing issues. The significance and impact of these issues on nursing practice will be presented. Role

transition will be explored with an emphasis on personal growth and the development of a career plan addressing both professional and educational aspects. Prerequisite: Admission into the ADN to MSN program and NUR 203 (may be taken concurrently).

Prerequisite: Admission into the ADN to MSN program and NUR 203 (may be,taken concurrently).

NUR 103 - Leadership Styles and Managing a Diverse Workforce (2)

This course is designed to introduce the ADN to MSN student to the theories and concepts of leadership and management roles in the professional setting. The student will formulate a change theory project in alignment with an organization's health care policy. The course will emphasize the utilization of critical decision-making, collaboration, leadership and management, and team member skills within diverse professional settings. Prerequisite: Admission into the ADN to MSN program, NUR 102, NUR 104 must be taken concurrently, NUR 201, and NUR 203.

Prerequisite: Admission into the ADN to MSN program, NUR 102, NUR 104,must be taken concurrently, NUR 201, and NUR 203.

NUR 104 - Leadership Practicum (1.5)

This course is designed to provide experience in utilizing a collaborative leadership style in applying the nursing process to leadership and management principles in the health care setting. A major change theory project will be selected in collaboration with a preceptor to address an issue relating to the setting utilized for the clinical experience.Prerequisite: Admission into the ADN to MSN program, NUR 102, NUR 103 must be taken concurrently, NUR 201, and NUR 203.

Prerequisite: Admission into the ADN to MSN program, NUR 102, NUR 103,must be taken concurrently, NUR 201, and NUR 203.

NUR 105 - Community and Public Health Nursing (2.5)

This course introduces theories of public health nursing practice related to assessing the health of a population and applying nursing interventions to improve population health at the individual, family, community, and systems level of practice. Current disease and illness presenting in populations will be examined as well as potential cases. Morbidity and mortality data will be analyzed along with relevant socio-environmental factors to prepare students to practice evidence-based nursing care. The standards of public health nursing practice, the operational standards of a local health department, and the framework of Healthy People 2020 will be threaded throughout the course. Prevention, early detection, and intervention techniques related to Child,

Elder, and Intimate Partner / Domestic abuse will be covered including California reporting requirements. Interprofessional collaboration is emphasized to aid in providing comprehensive services to the population as a whole. Prerequisites: Admission into the ADN to MSN program, NUR 102, NUR 106 must be taken concurrently, NUR 201, and NUR 203.

Prerequisite: Admission into the ADN to MSN program, NUR 102, NUR 106, must be taken concurrently, NUR 201, and NUR 203.

NUR 106 - Community and Public Health Nursing Practicum (2)

This course is designed to provide a synthesis of community/population nursing experiences that allow the student to apply the knowledge, skills and attitudes from professional nursing practice and public health concepts. The clinical venues will provide students with opportunities to expand their understanding of community health nursing practice and the activities that focus upon health care promotion and disease prevention in culturally/socially diverse populations at the level of whole or aggregate communities both domestically and internationally. The Roy Adaptation Model will be used to frame the assessment of the community and serve as a cornerstone in the development of evidence based community health intervention plan. An epidemiological approach will be utilized to identify and assess problems within aggregates in the community. Prerequisites: Admission into the ADN to MSN program, NUR 102, NUR 105 must be taken concurrently, NUR 201, and NUR 203.

Prerequisite: Admission into the ADN to MSN program, NUR 102, NUR 105, must be taken concurrently, NUR 201, and NUR 203.

NUR 107A - Healthcare Informatics & Technology (1.5)

This first course in healthcare informatics provides an overview of the broad areas which encompass informatics and healthcare technologies. The focus is on developing an understanding of relevant concepts to enable the master's-prepared nurse to utilize healthcare informatics as a tool to coordinate care, optimize patient safety, and improve health outcomes. Current trends and issues in using, designing, and managing healthcare information systems will be examined. Students applying knowledge from assigned readings, will analyze the design and implementation of health care information systems. Prerequisites: Admission into the ADN to MSN program and NUR 203 (may be taken concurrently). Equivalent to NUR 144A, NUR 207A.

Prerequisite: Admission into the ADN to MSN program and NUR 203 (may be taken concurrently).

NUR 107B - Health Care Informatics & Technology (1.5)

This second course in healthcare informatics and technologies will provide the master's-educated nurse the knowledge and skills to utilize current information and communication technologies determine how these technologies can be integrated into practice and education of patients and healthcare providers, and manage data in outcomes evaluation. Use of technology to analyze data sets and their use to improve patient care outcomes will be covered. The impact of the electronic health record as well as the ethical, legal, and confidentiality considerations will be emphasized. Prerequisites: Admission into the ADN to MSN program and NUR 203 (may be taken concurrently). Equivalent to NUR 144B, NUR 207B.

Prerequisite: Admission into the ADN to MSN program and NUR 203 (may be taken concurrently).

NUR 108 - Health Assessment (3)

This course presents a systematic, holistic approach to in-depth health history taking and physical assessment of clients of all ages from the Roy Adaptation Model. Diverse cultures psychosocial, and spiritual needs of the client are included. Laboratory sessions provide an opportunity to practice assessment skills. This course will have 2 units of lecture and 1 unit of lab.

NUR 109 - Alterations in Human Health & Wellness (3)

This course focuses on the pathophysiological basis for alterations in health. Theories of disease causation will be explored. Issues of genetics and biochemical alterations in health will be presented with an emphasis on etiology health disparities, systemic pathophysiological responses, and clinical manifestations. Issues of wellness will also be explored.

NUR 110 - RN Externship (2)

This course is developed for a newly licensed RN to strengthen his/her skills acquisition develop professional role competence, and facilitate the new RN's transition to practice. In addition to a practicum component, seminars will address communication and teamwork patientcentered care, evidence-based practice quality improvement, informatics, and ethics. The practicum is under the supervision of a one-to-one preceptorship experiencing clinical analyses and judgments while engaged in patient care in a select nursing area. Prerequisites: Admission into ADN to MSN program, NUR 203 (may be taken concurrently).

Prerequisite: Admission into ADN to MSN program, NUR 203 (may be taken concurrently).

NUR 111 - Leadership & Healthcare Policy (2)

This course is designed to introduce the student to the theories and concepts of leadership management roles, and healthcare policy in various settings. Using the Roy Adaptation Model, the student will critically evaluate leadership styles leading to change where safety and quality of care is needed. The course will emphasize the utilization of critical decision-making collaboration, leadership, management, team member skills, and governmental aspects needed to strategically impact the interdisciplinary healthcare team. Co-requisite NUR 112

Prerequisite: Take NUR 112

NUR 112 - Leadership Practicum (2)

Practical application opportunities for leadership and management roles in the professional setting are emphasized using the Roy Adaption Model. The student will focus on the management of patient care, administration of nursing services, and theoretical leadership. Relevance of using nursing, other leadership models, and legislative processes are utilized in evaluating current standards of practice and implementation of practice change in diverse clinical settings. Co-requisite NUR 111

Prerequisite: Take NUR 111

NUR 120 - Community and Public Health Nursing (2)

This course explores theories of public health practice assessing the health of groups and communities, identifying problems through epidemiology, environmental health, and nursing interventions associated with groups including local, state, national, and global communities. Using the Roy Adaption Model, the student will be able to identify and respond to early risk identification, health promotion, determinates of health, and wellness. Assessment and interventions of various forms of abuse will be discussed including child, adult, elder, intimate partner/domestic violence, and sexual assault/abuse. Co-requisite NUR 121

Prerequisite: Take NUR 121

NUR 121 - Community and Public Health Practicum (2)

Practical application of community and public health theories will be emphasized. The student will focus on improving health, quality, and safety applying the Roy Adaption Model to various forms of local, state, national, and global communities. Co-requisite NUR 120

Prerequisite: Take NUR 120

NUR 133 - Nursing Evidenced-Based Practice and Informatics (3)

This course explores assessing evidenced-based nursing into professional nursing practice. Scientific methodologies of research are used as a focus. Utilization of evidence and informatics will be used to implement and evaluate current nursing practice. Identification and collaboration with the healthcare team will lead to a final project that implements practice change. Pre/Co-requisite - SOC 38 or PSY 40

NUR 134A - Evidence-Based Practice (3)

This theory course integrates knowledge and skills in the research process and its role in evidence based nursing care and improved patient outcomes. 3rd Semester ABSN.

NUR 134T - Evidence-Based Practice (3)

This theory course integrates knowledge and skills in the research process and its role in evidence based nursing care and improved patient outcomes. BSN Senior Standing.

NUR 168 - Integrative Theory and Practices (1.5)

This interdisciplinary course examines the principles, practices, use, and outcomes of alternative and complementary therapies. It provides an overview of the field, of alternative healing, and focuses on specific healing modalities that are widely used in the general population. Students will learn to use evidence-based criteria to evaluate the risks and benefits of selected integrative therapies. Ethical, legal, and professional issues will be explored. A holistic approach that incorporates the Roy Adaptation Model will be used. RN-BSN course.

NUR 168A - Integrative Theory and Practices (1.5)

This theory course focuses on holistic nursing and the use of integrative therapies. The student will incorporate holistic nursing theory and practices into self-care and the care of clients., 2nd Semester ABSN

NUR 168T - Integrative Theory and Practices (1.5)

This theory course focuses on holistic nursing and the use of integrative therapies. The student will incorporate holistic nursing theory and practices into self-care and the care of clients. BSN Junior Standing

NUR 169 - Palliative Care (1.5)

This course focuses on the nursing role in helping clients/families across the lifespan achieve their goals, and maintain quality of life along the health-illness continuum. Advocating navigating, and leading an interdisciplinary plan in all settings is threaded throughout this course. RN-BSN course.

NUR 169A - Pallative Care (1.5)

The theory course focuses on the nursing role in helping clients/families across the lifespan achieve their goals, and maintain quality of life along the health-illness continuum. Advocating, navigating, and leading the interdisciplinary plan in all settings is threaded throughout this course. 2nd Semester ABSN

NUR 169T - Pallative Care (1.5)

The theory course focuses on the nursing role in helping clients/families across the lifespan achieve their goals, and maintain quality of life along the health-illness continuum. Advocating, navigating, and leading the interdisciplinary plan in all settings is threaded throughout this course. BSN Junior Standing

NUR 170A - Adaptation Nursing: Adult Medical Surgical II (3.5)

This theory and clinical course focuses on the care of the client with increasingly complex pathophysiologic diseases utilizing the Roy Adaptation Model, a conceptual model which guides the steps of the nursing process. Nursing care will focus on the client within the context of the family unit. 2nd Semester ABSN Theory: 2 units Practicum: 1.5 units

NUR 170AP - Adaptation Nursing: Adult Medical Surgical II (0)

This is the practicum course linked to NUR 170A the unit allocation is linked to the course above. Enrollment in this zero unit course is required concurrently with NUR 170A. 2nd Semester ABSN

Prerequisite: Required concurrently with NUR 170A.

NUR 170T - Adaptation Nursing: Adult Medical Surgical II (4.5)

This theory and clinical course focuses on the care of the client with increasingly complex pathophysiologic diseases utilizing the Roy Adaptation Model, a conceptual model which guides the steps of the nursing process. Nursing care will focus on the client within the context of the family unit. BSN Junior Standing Theory: 2 units Practicum: 2.5 units

NUR 170TP - Adaptation Nursing: Adult Medical Surgical II (0)

This is the practicum course linked to NUR 170T the unit allocation is linked to the course above. Enrollment in this zero unit course is required concurrently with NUR 170T. BSN Junior Standing

NUR 171A - Adaptation Nursing: Childbearing Families and Women's Health (3.5)

This theory and clinical course focuses on the care of the childbearing family and women's health across the lifespan in diverse local and global contexts utilizing the Roy Adaptation Model, a conceptual model which guides the steps of the nursing process. 2nd Semester ABSN Theory: 2 units Practicum: 1.5 units

NUR 171AP - Adaptation Nursing: Childbearing Families and Women's Health (0)

This is the practicum course linked to NUR 171A the unit allocation is linked to the course above. Enrollment in this zero unit course is required concurrently with NUR 171A. 2nd Semester ABSN

Prerequisite: Required concurrently with NUR 171A

NUR 171T - Adaptation Nursing: Childbearing Families and Women's Health (4.5)

This theory and clinical course focuses on the care of the childbearing family and women's health across the lifespan in diverse local and global contexts utilizing the Roy Adaptation Model, a conceptual model which guides the steps of the nursing process. BSN Junior Standing.

NUR 171TP - Adaptation Nursing: Childbearing Families and Women's Health (0)

This is the practicum course linked to NUR 171T the unit allocation is linked to the course above. Enrollment in this zero unit course is required concurrently with NUR 171T. BSN Junior Standing.

Prerequisite: Required concurrently with NUR171T.

NUR 172A - Adaptation Nursing: Children and Families (3.5)

This theory and clinical course focuses on the health and care of the pediatric population. Emphasis will be on maximizing pediatric outcomes in family settings utilizing the Roy Adaptation Model, a conceptual model which guides the steps of the nursing process. Theory: 2 units Practicum: 1.5 units

NUR 172AP - Adaptation Nursing: Children and Families (0)

This is the practicum course linked to NUR 172A the unit allocation is linked to the course above. Enrollment in this zero unit course is required concurrently with NUR 172A.

Prerequisite: Required concurrently with NUR 172A

NUR 172T - Adaptation Nursing: Children and Families (4.5)

This theory and clinical course focuses on the health and care of the pediatric population. Emphasis will be on maximizing pediatric outcomes in family settings utilizing the Roy Adaptation Model, a conceptual model which guides the steps of the nursing process. BSN Junior standing. Theory: 2 units Practicum: 2.5 units

NUR 172TP - Adaptation Nursing: Children and Families (0)

This is the practicum course linked to NUR 172T the unit allocation is linked to the course above. Enrollment in this zero unit course is required concurrently with NUR 172T. BSN Junior Standing.

Prerequisite: Required concurrently with NUR172T.

NUR 173A - Adaptation Nursing: Mental Health (3.5)

This theory and clinical course focuses on mental health and mental illness across the lifespan. It addresses the psychosocial needs of clients families and communities and prepares students to recognize and manage diverse mental health and bio-psychosocial-spiritual alterations utilizing the Roy Adaptation Model, a conceptual model which guides the steps of the nursing process. 2nd Semester ABSN Theory: 2 units Practicum: 1.5 units

NUR 173AP - Adaptation Nursing: Mental Health (0)

This is the practicum course linked to NUR 173A the unit allocation is linked to the course above. Enrollment in this zero unit course is required concurrently with NUR 173A. 2nd Semester ABSN

Prerequisite: Required concurrently with NUR 173A

NUR 173T - Adaptation Nursing: Mental Health (4.5)

This theory and clinical course focuses on mental health and mental illness across the lifespan. It addresses the psychosocial needs of clients families and communities and prepares students to recognize and manage diverse mental health and bio-psychosocial-spiritual alterations utilizing the Roy Adaptation Model, a conceptual model which guides the steps of the nursing process. BSN Junior Standing Theory: 2 units Practicum: 2.5 units

NUR 173TP - Adaptation Nursing: Mental Health (0)

This is the practicum course linked to NUR 173T the unit allocation is linked to the course above. Enrollment in this zero unit course is required concurrently with NUR 173T. BSN Junior Standing

Prerequisite: Required concurrently with NUR173T

NUR 184A - Adaptation Nursing: Leadership and Policy (3.5)

The theory and clinical course focuses on leadership principles, including challenging current health care assumptions. The course examines the theory and practices necessary to solve problems, and advance a vision in the health care and policy environment. 3rd Semester ABSN Theory: 2 units /Practicum: 1.5 units

NUR 184AP - Adaptation Nursing: Leadership and Policy (0)

This is the practicum course linked to NUR 184A the unit allocation is linked to the course above. Enrollment in this zero unit course is required concurrently with NUR 184A. 3rd Semester ABSN

Prerequisite: Required concurrently with NUR 184A

NUR 184T - Adaptation Nursing: Leadership and Policy (4.5)

The theory and clinical course focuses on leadership principles, including challenging current health care assumptions. The course examines the theory and practices necessary to solve problems, and advance a vision in the health care and policy environment. BSN Senior Standing Theory: 2 units /Practicum: 2.5 units

NUR 184TP - Adaptation Nursing: Leadership and Policy (0)

This is the practicum course linked to NUR 184T the unit allocation is linked to the course above. Enrollment in this zero unit course is required concurrently with NUR 184T. BSN Senior Standing

Prerequisite: Required concurrently with NUR184T

NUR 185A - Adaptation Nursing: Gerontology (3.5)

This theory and clinical course focuses on the unique needs of the older adult, incorporating normal age-related changes and their effect on the function and quality of life. Emphasis will be on promoting healthful behavior in the least restrictive environment utilizing the Roy Adaptation Model, a conceptual model which guides the steps of the nursing process 3rd Semester ABSN Theory: 2 units/ Practicum: 1.5 units

NUR 185AP - Adaptation Nursing: Gerontology (0)

This is the practicum course linked to NUR 185A the unit allocation is linked to the course above. Enrollment in this zero unit course is required concurrently with NUR 185A. 3rd Semester ABSN

Prerequisite: Required concurrently with NUR 185A

NUR 185T - Adaptation Nursing: Gerontology (4.5)

This theory and clinical course focuses on the unique needs of the older adult, incorporating normal age-related changes and their effect on the function and quality of life. Emphasis will be on promoting healthful behavior in the least restrictive environment utilizing the Roy Adaptation Model, a conceptual model which guides the steps of the nursing process. BSN Senior Standing Theory: 2 units/ Practicum: 2.5 units

NUR 185TP - Adaptation Nursing: Gerontology (0)

This is the practicum course linked to NUR 185T the unit allocation is linked to the course above. Enrollment in this zero unit course is required concurrently with NUR 185T. BSN Senior Standing

Prerequisite: Required concurrently with NUR185T

NUR 186A - Adaptation Nursing: Transition to Professional Practice (4)

This theory and clinical course focuses on the advanced nursing care and management of clients in the healthcare environment. Emphasis is on clients within the context of the family, groups and community including nursing leadership concepts utilizing the Roy Adaptation Model, a conceptual model which guides the steps of the nursing process. 3rd Semester ABSN Theory: 2 units/Practicum: 2 units

NUR 186AP - Adaptation Nursing: Transition to Professional Practice (0)

This is the practicum course linked to NUR 186A the unit allocation is linked to the course above. Enrollment in this zero unit course is required concurrently with NUR 186A.

Prerequisite: Required concurrently with NUR 186A

NUR 186T - Adaptation Nursing: Transition to Professional Practice (5)

This theory and clinical course focuses on the advanced nursing care and management of clients in the healthcare environment. Emphasis is on clients within the context of the family, groups and community including nursing leadership concepts utilizing the Roy Adaptation Model, a conceptual model which guides the steps of the nursing process. BSN Senior Standing Theory: 2 units/Practicum: 3 units

NUR 186TP - Adaptation Nursing: Transition to Professional Practice (0)

This is the practicum course linked to NUR 186T the unit allocation is linked to the course above. Enrollment in this

zero unit course is required concurrently with NUR 186T. BSN Senior Standing

Prerequisite: Required concurrently with NUR186T

NUR 187A - Adaptation Nursing: Community/Public Health (4)

This theory and clinical course focuses on integrating public health sciences including epidemiology, biostatistics, and environmental health into nursing care of individuals families, and populations in community settings utilizing the Roy Adaptation Model, a conceptual model which guides the steps of the nursing process. Emphasis is on promoting and protecting the health of the public. 3rd Semester ABSN Theory: 2 units/ Practicum: 2 units

NUR 187AP - Adaptation Nursing: Community/Public Health (0)

This is the practicum course linked to NUR 187A the unit allocation is linked to the course above. Enrollment in this zero unit course is required concurrently with NUR 187A. 3rd Semester ABSN

Prerequisite: Required concurrently with NUR 187A

NUR 187T - Adaptation Nursing: Community/Public Health (4.5)

This theory and clinical course focuses on integrating public health sciences including epidemiology, biostatistics, and environmental health into nursing care of individuals families, and populations in community settings utilizing the Roy Adaptation Model, a conceptual model which guides the steps of the nursing process. Emphasis is on promoting and protecting the health of the public. BSN Senior Standing Theory: 2 units/ Practicum: 2.5 units

NUR 187TP - Adaptation Nursing: Community/Public Health (0)

This is the practicum course linked to NUR 187T the unit allocation is linked to the course above. Enrollment in this zero unit course is required concurrently with NUR 187T. BSN Senior Standing

Prerequisite: Required concurrently with NUR187T

NUR 188A - Adaptation Nursing: Advanced Health Assessment (2)

This theory and skills course focuses on the theory and techniques involved in a comprehensive assessment across the lifespan with an emphasis on adult clients. 3rd Semester ABSN Theory 1 unit, Skills/Practicum 1 Unit

NUR 188T - Adaptation Nursing: Advanced Health Assessment (2)

This theory and skills course focuses on the theory and techniques involved in a comprehensive assessment across the lifespan with an emphasis on adult clients. BSN Senior Standing Theory 1 unit, Skills/Practicum 1 Unit

NUR 196H - Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

NUR 198 - Special Topics in Nursing (1.0-8.0)

Independent investigation of significant problems in nursing. Prerequisite: Consent of instructor.

NUR 199 - Special Topics in Nursing (0.5-3.0)

Selected problems, offered as a course or seminar on current issues in nursing. Prerequisite: Consent of instructor.

NUR 200 - Advanced Health Assessment (3)

This advanced health assessment course focuses on the adult population spanning from young to older adults. It is designed to offer a comprehensive review of obtaining a complete health history and the physical assessment skills required for this patient population. An emphasis is placed on the relationship between physical assessment and health behaviors in conjunction with epidemiological, cultural, psychosocial and spiritual needs of clients. Upon this foundation the graduate student will develop the necessary skills to assess and identify patient problems and formulate appropriate & comprehensive plans of care. Carries a Nursing Lab fee.

Prerequisite: Admission into the MSN program, graduate standing and NUR 203 (may be taken concurrently). NUR 203 N/A for Post-MSN CNS certificate.

NUR 201 - Theoretical and Conceptual Foundations of Nursing (3)

The course will offer an opportunity for graduate nursing students to explore the relationships between nursing theory, research, education, practice and the philosophical dimensions of nursing. There is a scholarly exploration of the theoretical and conceptual models that influence the discipline of nursing. A historical view of the nursing profession will be presented and analyzed. The student will choose a theoretical framework upon which to design the graduate project.

Prerequisite: Admission into the MSN program and NUR 203 (may be taken concurrently).

NUR 202 - Current Trends and Issues in Professional Nursing (3)

This course utilizes an ethical decision-making framework to explore and analyze current issues that impact the nursing profession and communities of interest. The seminar discussion focuses on professional issues and current topics that affect the nursing profession and healthcare, including population health which reflects cultural and diversity needs.

Prerequisite: Admission into the MSN program, graduate standing, and NUR 203 (may be taken concurrently).

NUR 203 - Introduction to Graduate Studies (1)

This is an introduction for incoming graduate students in nursing. The purpose of this course is to introduce students to the content and relational knowledge expected as a graduate student. Contents for this course include an orientation to program standards and objectives, expectations of graduate-level oral and written communication, practice locating, evaluating, and citing scholarly resources. Prerequisite for ALL courses. This course can be taken concurrently during the student's first term.

Prerequisite: Admission into the MSN program.

NUR 204 - Healthcare Policy (3)

This core course focuses on developing the nurse's role in the planning and analysis of health care policies and how those policies impact clinical practice and health care delivery. Concepts related to policy making are included: specifically how to formulate a healthcare policy, how to affect the political process, and stakeholder involvement in policy decision-making and implementation. The content serves to develop an understanding and appreciation for increasing levels of public, governmental and third-party participation in and scrutiny of the strategic direction of the healthcare system. Current mandated legislation and the effect on nursing with an emphasis on concepts of access, quality, ethics and cost containment will be the framework for course dialogue. Equivalent to NUR 245.

Prerequisite: Admission into the MSN program, graduate standing, and NUR 203 (may be taken concurrently).

NUR 206 - Educational Theories, Principles and Methods in Nursing (2)

This course is designed to prepare students for the advanced professional role as nurse educators. The focus of this course is on the use of various teaching techniques and strategies to assist the education of staff, students, healthcare professionals, clients, and communities of interest. In the role of nursing educator, students will learn how to influence

changes in how the client perceives health and his/her ability to seek information to reach optimal health. Assignments successfully completed in this course will serve as a foundation for additional coursework in subsequent Nurse Educator track courses particularly NUR 208 and NUR 294.

Prerequisite: Admission into the MSN program and graduate standing. Successful completion of NUR 203 (may be taken concurrently).

NUR 207A - Healthcare Informatics and Technology (1.5)

This first course in healthcare informatics provides an overview of the broad areas which encompass informatics and healthcare technologies. The focus is on developing an understanding of relevant concepts to enable the master's-prepared nurse to utilize healthcare informatics and technologies in direct patient care, leadership and administration, research and educational experiences. Current trends and issues in using, designing, and managing healthcare information systems will be examined. Equivalent to NUR 107A, NUR 144A, NUR 244A.

Prerequisite: Admission into the MSN program and NUR 203 (may be taken concurrently).

NUR 207B - Healthcare Informatics and Technology (1.5)

This second course in healthcare informatics and technologies will provide the master's-prepared nurse the knowledge and skills to utilize current informatics and healthcare technologies in their roles as clinical nurse specialists, nursing leaders/administrators, and nurse educators. In depth examination of specific technologies utilized in patient care delivery, data analysis, education, professional development, and collaboration will be discussed. The goal of technology use to improve outcomes in quality, safety, and cost will be explored and emphasized. Equivalent to NUR 107B, NUR 144B, and NUR 244B.

Prerequisite: Admission into the MSN program and NUR 203 (may be taken concurrently), and NUR 207A.

NUR 208 - Curriculum Development (2)

This course is designed so that the graduate student can explore curriculum development in both the academic and practice settings. The course is geared toward an examination of philosophical basis for the development of curriculum. Students design and critique a model curriculum and include outcome criteria to evaluate educational goal attainment.

Prerequisite: Admission into the MSN program and graduate standing. Successful completion of NUR 201, NUR 203, and NUR 206.

NUR 238 - Advanced Concepts in Gerontology (3)

This theory course will cover specific topics related to the assessment and care of older adults across the health continuum from wellness to acute care. Health promotion & disease prevention strategies in both psychosocial and physical functioning will be addressed. Common geriatric conditions and syndromes will also be discussed along with evidence-based best practice protocols utilized in treatment. Management of these conditions by the advance practice nurse in the Adult-Gerontology CNS role will be emphasized to assist the graduate student to meet entry-level competencies.

Prerequisite: Admission into the MSN program, graduate standing, and NUR 200, NUR 203, NUR 246, and NUR 248. NUR 203: N/A for post-MSN CNS track.

NUR 239 - Advanced Concepts in Adult Health (3)

Complex disease as well as health promotion topics which are relevant to the adult life span will be presented for in-depth discussion. A focused look at the related physiology, pathophysiology current research, and best management practices will be covered. This course is designed to emphasize the management of these conditions by the advanced practice registered nurse in the Adult-Gerontology Clinical Nurse Specialist role.

Prerequisite: Admission into the MSN program graduate standing, and NUR 200, NUR 203, NUR 246, NUR 248 and NUR 290.

NUR 241 - Marketing Management in Healthcare (3)

This course is designed to be an introduction to the broad concept of marketing mix for the future manager. The marketing mix (4 Ps) defines tactics in the areas of Product, Price, Promotion, and Place (distribution decisions). Students will progress through the topics of generic functions of business, the environments of business, market planning, information, and segmentations. Consumer behavior, marketing ethics, marketing strategy, and developing a business plan with the emphasis on the healthcare industries will be covered in the class assignments.

Prerequisite: Admission into the MSN Program, graduate standing and NUR 203, NUR 254.

NUR 246 - Advanced Physiology/Pathophysiology (3)

This graduate level course covers advanced principles of physiology and pathophysiology that are applicable across the lifespan. In-depth examination of pathophysiologic mechanisms that are responsible for human illness and disease will be utilized as a framework for discussing common complex health problems encountered within major

body systems. Alterations will be examined beginning at the cellular level with analysis of human responses to disease processes. Discussion of assessment, diagnosis and evidence-based management utilized in treatment of these health problems will be included.

Prerequisite: Admission into the MSN Program, graduate standing and, NUR 203 (may be taken concurrently).

NUR 247 - Foundations and Ethical Principles in Leadership and Consultation (2)

Critical exploration of the foundations and ethical principles required of leaders. The course will focus on communication and relationship-building with emphasis on diversity foundational thinking skills, and systems thinking in practice and consultation as well as the opportunity for students to examine the process of professional transformation balanced with professional growth.

Prerequisite: Admission into the MSN program, graduate standing, and NUR 203 (may be taken concurrently).

NUR 248 - Advanced Pharmacology (3)

This course is designed to prepare nurses for expert clinical practice using advanced theoretical and empirical knowledge of pharmacology that can be applied in the clinical setting. The focus is on pharmacotherapeutics and pharmacokinetics including a discussion at the cellular response level. Content will provide the advanced practice nurse the competencies necessary to work with patients, health care professionals and communities to improve clinical care in a safe and cost-effective manner.

Prerequisite: Admission into the MSN program, graduate standing, and NUR 203 (may be taken concurrently).

NUR 249 - Clinical Nurse Specialist Role (2)

This didactic course will provide the student with concepts related to the advanced practice role of the clinical nurse specialist (CNS). Core competencies of the Adult-Gerontology CNS will serve as the foundation to discuss the CNS's role and influence in direct care, consultation, systems leadership, collaboration, coaching research, ethical decision-making, moral agency and advocacy. Strategies related to developing innovative intervention design and evaluation creating a culture of quality, safety and change, utilizing advanced communication and information technology as well as ways to promote professional and personal development will be covered.

Prerequisite: Admission into the MSN program, graduate standing, NUR 200, NUR 203, NUR 206, NUR 246, NUR 248, and NUR 290.

NUR 250A - Adult-Gerontology Clinical Nurse Specialist Practicum (3)

This is the first course in the CNS practica series which will provide opportunities for the student to experience professional growth in advanced nursing practice as an Adult-Gerontology Clinical Nurse Specialist in order to promote the health and well-being of adults. Entry level competencies and behaviors that are expected of graduates of master's and postmaster's programs that prepare CNSs identified by the National CNS Core Competency Task Force Executive Summary (2010) and the *Adult-Gerontology Clinical Nurse Specialist Competencies* (2010) will be emphasized throughout the practica course series. The focus in the course will be on the competency areas of direct care and coaching.

Prerequisite: Admission into the MSN program. Successful completion of NUR 200, NUR 201 (N/A for post-MSN CNS), NUR 203 (N/A for post-MSN,CNS), NUR 206, NUR 238, NUR 246, NUR 247, NUR 248, and NUR 290 (N/A for post-MSN,CNS). NUR 249 taken concurrently with NUR 250A.

NUR 250B - Adult-Gerontology Clinical Nurse Specialist Practicum (3)

This course is the second in the CNS practica series which provides the student the opportunity to focus on the competency areas of research and ethical decision-making, moral agency, and advocacy. These areas are identified as expected current entry-level competencies and behaviors expected of graduates of master's and post master's programs that prepare CNSs by the *National CNS Core Competency Task Force Executive Summary*. It is expected that the student will be able to build on the knowledge and experience gained in the previous practicum course and continue to incorporate those advanced competencies and associated behaviors in direct care and coaching in addition to the emphasis of this course.

Prerequisite: Admission into the MSN program. Successful completion of NUR 200, NUR 201 (N/A for post-MSN CNS), NUR 203 (N/A for post-MSN,CNS), NUR 206, NUR 238, NUR 239 (concurrently), NUR 246, NUR 247, NUR 248, NUR 249, NUR 250A, and NUR 290 (N/A for post-MSN CNS).

NUR 250C - Adult-Gerontology Clinical Nurse Specialist Practicum (3)

This is the final course in the CNS practica series with emphasis on providing opportunities for the student to focus on the competency areas of consultation, collaboration, and systems leadership. These areas are identified as expected entry-level competencies and behaviors expected of graduates of masters and post-master's programs that prepare

CNSs by the *National CNS Core Competency Task Force Executive Summary* and the *Adult-Gerontology Clinical Nurse Specialist Competencies*. It is expected that the student will be able to build on the knowledge and experience gained in the previous two practica courses and continue to incorporate those advanced competencies and associated behaviors in direct care, coaching, research, ethical decision-making, moral agency and advocacy in addition to the emphasis of this course.

Prerequisite: Admission into the MSN program. Successful completion of NUR 200, NUR 201 (N/A for post-MSN CNS), NUR 203 (N/A for post-MSN CNS), NUR 206, NUR 238, NUR 239, NUR 246, NUR 247, NUR 248, NUR 249, NUR 250A, NUR 250B, and NUR 290 (N/A for post-MSN CNS).

NUR 252A - Leadership/Administration Practicum (3)

This is the 1st course in the Leadership/Administration practica series for students in the nursing Leadership/Administration track. This course is designed to assist the student in gaining practical knowledge, skills, and experience regarding the nursing leadership role in a variety of settings by precepting with a practicing nurse leader/administrator. The seminar portion provides the student a venue to debrief and problem-solve with course faculty and other students. Entry-level competencies and behaviors identified in the American Organization of Nurse Executives' Competencies (AONE, 2015) will be emphasized throughout the practica series. This practicum will apply content from the online portion and concentrate on the competency areas of communication and relationship building, leadership, and professionalism.

Prerequisite: Admission into the MSN program. Successful completion of NUR 201, NUR 203, NUR 241 (taken concurrently), NUR 247, NUR 253, NUR 254, and NUR 290.

NUR 252B - Leadership/Administration Practicum (3)

This is the second course in the Leadership/Administration practica series for students in the nursing Leadership/Administration track. This course is designed to assist the student in gaining practical knowledge, skills and experience regarding the nursing leadership role in a variety of settings by precepting with a practicing nurse leader/administrator. The seminar portion of this course provides the student an opportunity to debrief and problem-solve with course faculty and other students. Entry-level competencies and behaviors identified in the American Organization of Nurse Executives' Competencies will be emphasized throughout the practica series. This practicum will concentrate on the competency areas of knowledge of the healthcare environment and business skills.

Prerequisite: Admission into the MSN program. Successful completion of NUR 201, NUR 203, NUR 241, NUR 247, NUR 252A, NUR 253, NUR 254, NUR 256 (taken concurrently) and NUR 290.

NUR 253 - Organizational Management in Healthcare (3)

The student will gain knowledge in management theories and styles and be able to analyze management and leadership components that have useful application in the workplace. The process of communication and cultural diversity and its application in the professional work environment will be studied to prepare the student for management positions. Aspects of organizational structures, human resources, ethics, quality management, quality improvement methods, decision making methods, and critical thinking will be examined so that the student begins to develop a foundation for use in their professional career.

Prerequisite: Admission into the MSN program, graduate standing, and NUR 203 (may be taken concurrently).

NUR 254 - Financial Management for Healthcare Organizations (3)

This course will introduce the student to finance within the healthcare environment and with emphasis on nursing finance. Course topics include strategic planning, budget development process, revenue sources, variable and fixed expenses. In addition the student will develop the ability to read and understand financial reports, create variance reports, and communicate effectively with the finance department. Concepts related to pay for performance, value based purchasing and meaningful use will be explored.

Prerequisite: Admission into the MSN Program, graduate standing, and NUR 203 (may be taken concurrently).

NUR 256 - Organizational Change and Strategic Planning for Healthcare (3)

This course will present the concepts of organizational change, the principles and foundations of strategic planning, the components of the strategic planning process, and utilizing strategic planning as an effective tool in managing an organizational change. Completion of this course will enable students to identify the differences between critical thinking and strategic thinking, the similarities between the strategic planning process and the nursing process, and prepare and assist them in developing a strategic plan in an administrative role. The course is designed to include key strategies used in the development of a strategic plan, including a SWOT analysis (Strengths; Weaknesses; Opportunities; and Threats).

Prerequisite: Admission into the MSN Program, graduate standing, and NUR 203 (may be taken concurrently).

NUR 260 - Concepts of Healthy Living (3)

This course examines the multiple determinants influencing health behaviors such as physical, social, emotional, and intellectual factors. The focus is on the effects of disparity, inequity, and environment on health outcomes. An emphasis is placed on wellness models, concept of population health, and health in the schools, workplaces, and neighborhoods.

Prerequisite: Admission into the MSN Program, graduate standing, and NUR 203 (may be taken concurrently).

NUR 261 - Promotion of Healthy Living (3)

This theory course will cover best practices for healthy living while improving outcomes of common chronic problems with a focus on fitness, nutrition; preventive care and disease management. Examine life/work balance and mindfulness as a tool to promote health in daily life. Develop skills to support persons with psychological and physical concerns including stress, depression, pain, and end of life.

Prerequisite: Admission into the MSN Program, graduate standing, and NUR 203 (may be taken concurrently).

NUR 262 - Health Promotion Role (2)

This didactic course will provide the student with concepts related to the Health Promotion role. It is designed to present students with strategies to promote health such as motivating persons to work toward overcoming health issues, utilizing technology to promote healthy behavior, advocating for health awareness, consulting, case managing, and developing programs that promote healthy living. A portion of the course will focus on the seeking of funding for these programs through grant writing and developing a business plan.

Prerequisite: Admission into the MSN Program, graduate standing, and NUR 203 (may be taken concurrently).

NUR 263A - Health Promotion Practicum I (3)

This is the first of two practicum courses for the Health Promotion track. The focus of the course is on the workplace setting where the student will assess the workplace and design a wellness program in collaboration with employees, the employer, and other disciplines.

Prerequisite: Admission into the MSN Program, graduate standing, and NUR 200, NUR 201, NUR 203, NUR 206, NUR 260, NUR 261, NUR 262, and NUR 290.

NUR 263B - Health Promotion Practicum II (3)

This is the second of two practicum courses for the Health Promotion track. The focus of the course is on the healthcare setting where the student will develop a program for the prevention and management of a health problem in collaboration with patients and other disciplines. The goal is to help patients learn to better manage their own health through involvement in quality improvement efforts to improve health outcomes.

Prerequisite: Admission into the MSN program, graduate standing, and NUR 200, NUR 201, NUR 203, NUR 206, NUR 260, NUR 261, NUR 262, NUR 263A, and NUR 290.

NUR 290 - Nursing Research and Methodologies (3)

This course constitutes an in-depth exploration of the research process and strategies. Discussion will surround both quantitative as well as qualitative designs with emphasis on human subjects' protection. Students will prepare the first three chapters of their thesis project proposal. The project will be aimed at solving a practical or clinical problem, or meeting an educational or administrative need in a service or academic setting. The project may include a nursing intervention program, a change project or an educational program that is designed in the form of a class, instructional module, computer program, videotape, or nursing education evaluation tool. Students must obtain written facility approval prior to implementation of the thesis project. This seminar will provide the student with the opportunity to meet with the faculty throughout the term to discuss the progress of the thesis project and to obtain guidance from the course faculty member.

Prerequisite: Admission into the MSN program. Successful completion of a mathematical statistics course or research course, NUR 201 and NUR 203.

NUR 294 - Evaluation and Testing (2)

This course will present concepts of assessment, measurement, testing, and evaluation in nursing education. The students will be prepared to utilize this knowledge in the role of the nurse educator. The course is designed to include strategies used to develop test items, clinical evaluation, evaluation of clinical performance as well as social/legal/ethical issues associated with assessment and testing.

Prerequisite: Admission into the MSN Program and graduate standing. Successful completion of NUR 201, NUR 203, NUR 206, and NUR 208.

NUR 295 - Educator Practicum (Agency Setting) (3)

This course is designed to prepare students to assume the role of a professional nursing development specialist within an agency. In this practicum, the student will gain experience in staff development. Competencies identified by the Association for Nursing Professional Development (ANPD) are emphasized.

Prerequisite: Admission into the MSN program, graduate standing, and successful completion of NUR 200, NUR 201, NUR 203, NUR 206, NUR 208, NUR 246, NUR 248, NUR 290, NUR 294, and NUR 298.

NUR 296 - Thesis Project Seminar (3)

The focus of this seminar is implementation and evaluation of the project proposal developed in NUR 290 (Nursing Research and Methodologies) once written facility approval has been obtained. Findings of project implementation and evaluation will be presented and discussed in Chapters 4 and 5. Completion of this course requires submission of an approved final thesis project which includes revised Chapters 1, 2, and 3. This seminar will provide the student with the opportunity to meet with the faculty throughout the term to discuss the progress of the thesis project and to obtain guidance from the course faculty member.

Prerequisite: Admission into the MSN program, graduate standing, and successful completion of NUR 201, NUR 203, and NUR 290.

NUR 297 - Educator Practicum (College Setting) (3)

This course will provide students with experiences to prepare them as academic educators of pre-licensure RN students in a college-level nursing program. The student will be assigned a college setting in which to prepare the coursework and assist with the evaluation process while being supervised by a BRN approved faculty member. Students will function in the role of an academic educator through participation in the varied aspects of a college environment.

Prerequisite: Admission to the MSN program, graduate standing, and successful completion of NUR 200, NUR 201, NUR 203, NUR 206, NUR 208, NUR 246, NUR 248, NUR 290, NUR 294 (may be taken concurrently), and NUR 298.

NUR 298 - Nurse Educator Role (1)

This course will introduce the student to the Nurse Educator role in a variety of settings. This will include academic setting, staff development, nurse counselor, and clinical nurse educator. Understanding the nurse educator role using the NLN and ANPD educator competencies as well as the ANA standards will be a primary focus of the course.

Prerequisite: Admission into the MSN Program, graduate standing, and NUR 203 (may be taken concurrently).

NUR 299 - Independent Study (1.0-3.0)

The faculty and student determine the focus of the independent study. The study may center on a problem of interest and/or desire to acquire a greater understanding of certain concepts/ processes. This may involve but not limited to directed readings, assignments, projects, and research. May be repeated for credit.

Prerequisite: Admission into the MSN program, graduate standing. Consent of instructor, approval of faculty advisor, and program director.

PED - Physical Education**PED 1 - Fitness Principles (1)**

Lecture based, online instruction that will teach students the foundational components of fitness through hands-on learning. Principles will include cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition. Students will have the opportunity to actively participate in fitness activities. Students will also learn the basic principles of nutrition while meal planning and keeping nutrition logs. Letter graded course.

PED 1E - Eskrima (1)

Physical activity instruction in a Filipino martial art that focuses on the use of sticks, improvised weapons, and hand-to-hand techniques. Students will learn and practice the techniques of striking, blocking, and disarming. Students will also learn the history and the proper terminology used in Eskrima.

PED 1J - Brazilian Jiu Jitsu (1)

Physical activity instruction in a Brazilian martial art that focuses on grappling and ground fighting. Students will learn and practice how to use throws, joint locks, chokes and ground defense in unarmed situations for self-defense. Students will also learn body positioning, control, flow drills, and submission techniques.

PED 1K - Tae Kwon Do (1)

Physical activity instruction in a Korean martial art that focuses on sparring and forms. Students will learn and practice kicking, striking, blocking, stances, and self-defense. With an emphasis on kicking techniques, taekwon do is a full-body cardio and strength workout.

PED 1M - Meditation for Stress Management (1)

Lecture based instruction with hands-on practice will introduce students to meditation techniques from breathing, visualizations, and mantras. Students will be guided through different types of meditations and practice meditation to still the mind and help reduce anxiety and stress. This course will help students find the type of meditation that is best for them, enabling them to establish a personal meditation practice.

PED 1P - Pilates Mat (1)

Physical activity instruction using controlled movements to workout. Students will learn and practice the six principles of Pilates including control, centering, concentration, flow, precision, and breathing. Pilates improves flexibility, strengthens the core, and develops control and endurance in the entire body. Students will learn how to use a Pilates ring to build and strengthen muscles of the legs, glutes, and arms. Exercises can be modified for a range of difficulty from beginner to advanced.

PED 1R - Karate (1)

Physical activity instruction in a Japanese martial art that emphasizes striking and kicking. Students will learn and practice kicking, punching, blocking, and self-defense. With an emphasis on punching and kicking, karate develops strength and is a full-body workout.

PED 1S - Self Defense (1)

Physical activity instruction in self-defense techniques. Focused on women's safety, students will learn and practice safety skills, throws, strikes, tumbling, and weapon disarming. Techniques learned will employ leverage, timing and techniques to defend against larger opponents.

PED 1T - Tai Chi (1)

Physical activity instruction in a Chinese martial art that focuses on movement forms. Students will learn and practice forms, breathing, and techniques that promote serenity and inner peace. Tai chi is a graceful form of exercise that helps alleviate stress and anxiety.

PED 1W - Total Body Conditioning (1)

Physical activity instruction that works on increasing your aerobic fitness while strengthening your muscles. This full-body workout combines cardio and weight training to teach you multiple exercises with or without equipment. Students will move through a circuit of exercises which may include high intensity interval training (HIIT). This class will assist in improving overall fitness while focusing on cardiorespiratory fitness, muscular endurance, and muscular strength.

PED 1Y - Yoga (1)

Physical activity instruction that focuses on breath control, simple meditation, and specific body postures that originated

in India. Students will learn and practice yoga poses while improving breathing, flexibility, and muscular strength.

PED 2B - Boxing (1)

Physical activity instruction in boxing form and techniques. Focused on teaching students the proper boxing stance, footwork, and breathing. Increase your upper body endurance and overall cardiovascular endurance while learning the six most common punches used in boxing. Usage of hand wraps and gloves will be taught. Students will also learn defensive techniques like dips, slips, and counterpunches.

PED 2D - Cardio Barre (1)

Physical activity instruction in this ballet and Pilates inspired cardio class. Students will learn how to use a ballet bar as a prop to strengthen and tone the muscles of their lower body. Proper posture and poses will be taught to strengthen the core. This class will emphasize isometric strength training and cardiovascular endurance.

PED 2K - Cardio Kickboxing (1)

Physical activity instruction in a high-energy workout incorporating various forms of boxing and other martial art techniques combined with aerobic fitness exercises. This class emphasizes proper technique, builds stamina, and improves coordination and flexibility.

PED 2P - Studio Cycling (1)

Physical activity instruction in a high-energy workout utilizing stationary bikes to simulate the real-world use of an individual's body, mind, and spirit. This class focuses on endurance, strength, and interval training to strengthen your lower body.

PED 2Q - Cycle and Yoga (1)

Physical activity instruction in both cycling and yoga. Spend half the class on the stationary bike, strengthening your lower body and working on your cardiovascular endurance. Spend the other half of class on your yoga mats flowing between different yoga poses. This class focuses on the importance of flexibility combined with muscular strength and endurance.

PED 2R - Cycle and Core (1)

Physical activity instruction that combines a cycling workout with a core workout. Spend half the class on the stationary bike, strengthening your lower body and working on your cardiovascular endurance. Spend the other half of the class doing core exercises on the mat. Core workouts will strengthen your muscles in your abs, oblique's, and lower back.

PED 2S - Cardio Step (1)

Physical activity instruction in a high intensity, primarily low impact class, utilizing the aerobic step and resistance bands,

that improves cardiovascular endurance, muscle strength and endurance, body composition, and flexibility.

PED 2U - Running (1)

Physical activity instruction in running. Students will learn and practice running from short periods of time to longer periods as fitness levels increase. Designed primarily for inactive students and beginner runners, by the end of this class, students should be able to complete a 5K (3.1 mile) run. Moderate to advanced runners will learn and practice interval training, running technique, and race preparation.

PED 2W - Water Aerobics (1)

Physical activity instruction in a water-based workout. An aerobic conditioning class which utilizes the resistance of water to enhance cardiovascular endurance and reduce the risk for injury. This low impact class is great on your joints and increases lung capacity. The therapeutic nature of the water is ideal for all fitness levels, including non-swimmers, and anyone recovering from injuries.

PED 2Y - Power Yoga (1)

Physical activity instruction in an energetic, strong yoga practice, with movements that flow quickly from one posture to the next. Power Yoga is designed to heat the body internally, to build strength, increase cardiovascular endurance and reduce stress.

PED 2Z - Zumba (1)

Physical activity instruction in a fusion of body sculpting movements with easy to follow dance steps to the tune of Latin and International music. The routine features aerobic/fitness interval training with a combination of fast and slow rhythms that tone and sculpt the body. Zumba is a fun cardio workout to improve stamina and coordination.

PED 3W - Resistance Training (1)

Physical activity instruction that focuses on building strength, endurance, and flexibility. Students will learn proper form and technique for various exercises using free weights, resistance bands, and bodyweight. Students will develop a personal workout plan based on their individual goals, fitness level, and ability.

PED 3Y - Pilates/Yoga (1)

Physical activity instruction in a class that fuses Pilates and yoga. This class combines the core strengthening exercises from Pilates with yoga poses to stretch out tight muscles. Students will gain flexibility, balance, and endurance.

PED 4A - African and Latin Rhythms (1)

Physical activity instruction in basic African and Latin movements to improve cardiovascular endurance, muscle strength and muscular endurance. Latin and African music will be incorporated to teach different dance styles and

techniques. Students will experience a fun and cultural way to exercise.

PED 4B - Ballet (1)

Physical activity instruction in the basic movements, technique, and choreography of ballet. This class will increase flexibility, balance, muscle strength, and endurance. A typical class will consist of: Barrework performed at the barre, stretching exercises, and across-the-floor combinations. This course is an exploration of ballet dance with an emphasis on cardiovascular health.

PED 4C - Cardio Dance (1)

Physical activity instruction in a high energy class that works to improve overall fitness, as well as dance technique. Learning to pick up different types of choreography and understanding music will also be included. Students will work on learning short dance combinations, with strengthening, toning, and flexibility exercises. Styles and types of dance may vary with instructor, but may include Hip Hop, Salsa, Disco, Old School, Swing, and other varieties. All levels are welcome, from beginner to advanced.

PED 4F - Ballet II (1)

Physical activity instruction that is designed for students who can demonstrate an understanding of and familiarity with basic ballet vocabulary. Includes barre exercises with a continued emphasis on alignment. Center work will include adagio, tendu, turns petite allegro, and grande allegro in simple combinations. The course is designed to develop individual body awareness, strength, flexibility, musicality, and an appreciation of the art of ballet. Prerequisites: Ballet I, or 2 years of prior dance experience or consent of Instructor.

Prerequisite: Ballet I, or 2 years of prior dance experience or consent of Instructor.

PED 4G - Folklorico (1)

Physical activity instruction that provides an introduction to the basic steps of Mexican Folklore Dance. Students will learn and practice the development and implementation of dance technique based on Mexican Dance art forms. Emphasizes the history and significance of the dances, costumes, and choreography. Includes dance performance preparation and presentations.

PED 4H - Hip Hop (1)

Physical activity instruction in a high intensity street dance class that increases cardiovascular endurance, muscular strength and endurance. Students will learn how to free-style and choreograph dance moves to old school and new hip hop music. Self-expression through dance is emphasized.

PED 4J - Jazz (1)

Physical activity instruction which emphasizes basic jazz movements to improve cardiovascular endurance and improving balance and coordination. Jazz brings energy and life through the rhythm of jazz music.

PED 4K - Urban Jazz (1)

Physical activity instruction in an energetic fusion of Street Jazz and Hip Hop with elements of Lyrical and African Dance included to offer a unique and expansive dance style. Students will learn the fundamentals of each style, while focusing on proper dance technique, improving balance and flexibility, and developing complex rhythms and patterns. Class structure includes a proper warm-up, stretches isolations, across-the-floor progressions, and combinations. As students progress through the semester, combinations will become more complex and intricate.

PED 4L - Latin Dance (1)

Physical activity instruction in an introduction to the principles of authentic Latin dancing. The class is focuses around basic body rhythms inherent in Salsa, Cumbia, Merengue, Bachata, Reggaeton, and Cha-Cha. This class will cover the fundamentals of leading and following, as well as introduce students to dance patterns for each Latin dance style. No dance experience necessary.

PED 4M - Contemporary Dance (1)

Physical activity instruction in an introduction to basic modern dance techniques such as Horton, Limon and Taylor. These techniques focus on the core, full body strength, lengthening, isolations, suspension, rebound and grounded shifts of weight. The techniques build upon themselves preparing the body for expressive dance. Along with developing technique, the class will put focus on learning contemporary dance routines which will provide an expressive outlet of dance liberating and soothing to a dancer's soul and mind.

PED 4R - Lyrical Dance (1)

Physical activity instruction in a dance form based on creative expression. It is story set in motion. Lyrical is a fusion of ballet and jazz which combines one's own expression along with technical skills. This dance form possesses a fluid quality, but also uses the dynamics and accents of the music to convey the emotions of the song and communicate the story to the audience. This integrated form allows for freedom of self-expression. Students will practice and implement their own choreography.

PED 4Z - Belly Dancing (1)

Physical activity instruction is an introduction to a type of Middle Eastern dance. Every part of the body is involved in the dance, with the hips and torso driving the dance. Students will learn percussive movements, fluid movements, and shimmies, shivers, and vibrations.

PED 5D - Day Hiking (1)

Physical activity instruction in day hiking. Students will learn and practice basic hiking principles, safety principles, research hikes in the area, trip planning, basic navigating, and trail etiquette. The class will involve day excursions between 4 to 8 miles in length with varying elevation changes and on a variety of surfaces (asphalt, gravel, natural trails.) Due to the length of the hikes, this class will not meet all semester, but only on the dates noted in the course registration.

PED 5H - Hiking and Wildflowers (1)

Physical activity instruction in beginner-level hiking with an emphasis on wildflower identification.

PED 5S - Special Topics in Outdoor Recreation (1)

Primarily off-campus activities which could include kayaking, mountain biking, roller blading/skating, beach volleyball, stand up paddle boarding, rock climbing, biking, hiking, snow and water skiing.

PED 6B - Basketball (1)

Physical activity instruction in the sport of basketball. Students will learn and practice basketball principles including shooting, dribbling, passing, rebounding, defense, screening, positions, and in-bounding. Basketball collegiate rules will also be taught, which are based on the National Intramural Recreational Sports Association (NIRSA) rules.

PED 6C - Court Sports (1)

Physical activity instruction in the rules, techniques, and strategies of many court sports, which may include tennis, dodgeball, badminton, basketball and volleyball. Students will learn and practice the sport principles, rules, and strategy. They will also play games during class time to learn about the competition aspect of each specific sport.

PED 6F - Field Sports (1)

Physical activity instruction in the rules, techniques, and strategies of many field sports, which may include ultimate Frisbee, softball, flag football, grass volleyball, badminton, and soccer. Students will spend a few weeks learning, practicing, and playing a specific sport before moving on to a new sport.

PED 6O - Softball (1)

Physical activity instruction in the sport of softball. Students will learn and practice softball principles including throwing, catching, pitching, hitting, base running, fielding, positions, and offensive and defensive strategies. Softball collegiate rules will also be taught.

PED 6R - Soccer (1)

Physical activity instruction in the sport of soccer. Students will learn and practice soccer principles including shooting, passing, trapping, headers, volleys, positions, offensive and defensive strategies, and tactical formations. Soccer collegiate club rules will also be taught, which are based on National Intramural Sports Association (NIRSA) rules.

PED 6S - Swimming (1)

Physical activity instruction in swimming. Students will learn and practice strokes, diving, breathing, treading water, and techniques. Beginners will learn how to swim and higher-level swimmers will learn speed and improve technique.

PED 6T - Tennis (1)

Physical activity instruction in the sport of tennis. Students will learn and practice tennis principles including serving, six fundamental tennis strokes, positioning, singles and doubles, and offensive and defensive strategies. Tennis collegiate rules will also be taught.

PED 6V - Volleyball (1)

Physical activity instruction in the sport of volleyball. Students will learn and practice volleyball principles including overhand serve, bump, set, dig, spike, positions, and offensive and defensive strategies. Volleyball collegiate rules will also be taught.

PED 6W - Sports Conditioning (1)

Physical activity instruction in sport specific training for a variety of sports. This course will teach students how different body types and different sports require specific training routines. Students will learn and practice techniques in agility, speed, plyometrics, resistance training, interval training, and cardio. Condition your body to play any sports with the intention of improving your body's overall health and fitness.

PED 7B - Lifeguarding (1)

Hands-on instruction that teaches rescue skills including equipment-based rescues, spinal injury management, and post-rescue care and surveillance skills to help prevent or immediately recognize injuries. In addition, first aid training and "CPR/AED for the Professional Rescuer" are included in the course content. At the conclusion of this course,

testing for the American Red Cross Lifeguarding Certificate will be offered. This course is for the intermediate and above swimmer.

PED 7C - Adult and Pediatric CPR/AED/First Aid (1)

Lecture based instruction that is a hands-on adult and pediatric CPR/AED/First Aid course. Based on American Red Cross standards, students will learn and practice cardiac emergencies, using an automated external defibrillator (AED), choking, sudden illnesses, injuries, and environmental emergencies. For an additional fee, students can receive a certificate from the American Red Cross after passing the skills test.

PED 7F - Fitness Certification Preparation (1)

Lecture-based and hands-on course for students interested in pursuing a certification as a personal trainer or group exercise instructor. Students will learn basic functional anatomy and physiology, biomechanics, goal-setting, fitness recommendations, fitness principles, water/food intake, and a variety of other topics. Students will practice and demonstrate a variety of exercises using the correct form and technique, create exercise programs, and learn proper cueing. Case-studies of clients will be utilized so students are ready to train a variety of clients. This course will help prepare students to take a national certification such as ACSM, NASM, AFAA, NCSF, etc. For an additional fee, students can pay to take the certification exam for the certification of their choice.

PED 100 - Physical Education (1)

Required lecture-based course for Liberal Studies majors emphasizing the State Curriculum Framework movement skill and movement knowledge, self-image and personal development, and social development of children K-12 through the participation in rhythms, games, sports, and physical fitness activities. Letter graded course.

PED 190A - Active Wellness (1.0-4.0)

Lecture based instruction with physical activity component to learn how to have a healthy lifestyle using exercise and nutrition. Students will participate in personal health assessments, create nutrition logs, and participate in a variety of fitness exercises to increase cardiovascular fitness, muscular strength and endurance, and flexibility.

PED 191A - Wellness 101 (1.0-4.0)

Lecture based instruction created to enhance students' knowledge about healthy lifestyle changes to improve eating habits, physical activity, habits, and related wellness behaviors such as sleep habits, stress management, and supplements. This course will teach students how to track their eating, exercise, and sleeping habits so they can manage their weight

and improve their overall health and well-being. Lastly, students will learn the 8 components of the wellness wheel and how they apply to their daily lives.

PED 192A - Special Studies (1.0-3.0)

Exploration of special interest areas in the study of fitness, physical education and wellness.

PED 193A - Active Travel (1.0-3.0)

Physical activity instruction that involves travel outside of Los Angeles. Special interest areas in the study of fitness, outdoor recreation, and wellness.

PHI - Philosophy

PHI 5 - Introduction to Logic (3)

An introduction to argument structure, including inductive and deductive arguments, the rules of inference and replacement, fallacies of reasoning, validity and soundness, syllogisms the use of language, diverse frames of reference analysis, decision-making and problem-solving and evaluating arguments. Students who take PHI 5 should not take PHI 10. GE 3B.

PHI 10 - Critical Thinking (3)

Students taking this course will learn reasoning techniques so they develop their skills at argumentation, spotting fallacious reasoning examining uses of language, evaluating reasoning examining assumptions, weighing evidence determining credibility of witnesses, problem solving, decision-making, and applying critical thinking skills to moral reasoning, advertising the media, and legal reasoning. Students who take PHI 10 should not take PHI 5. GE 3B.

PHI 15 - Introduction to Philosophy (3)

An introduction to the nature of philosophy and why philosophy is considered the love of wisdom. Included are philosophical questions, major thinkers, and the methodology involved in a philosophical inquiry. Topics covered include free will and determinism, the existence of God the problem of evil, mind and body, the theory of knowledge, and personal identity. Traditional views, as well as contemporary ones from diverse perspectives (such as women and people of color) will be included. Students can get GE credit for only one, PHI 15 or PHI 16, not both. GE 5A.

PHI 16 - Philosophy Through Popular Culture (3)

This is an introduction to philosophical ideas and methods that explores the ways in which we can learn about--and do--Philosophy through popular culture. We will draw from a variety of sources--such as movies, TV, social media

journalism, art, literature, music, and advertising. You will get a good overview of the discipline while seeing the ways philosophical themes, concepts, and ideas are expressed in popular culture. Students can get GE credit for only one, PHI 15 or PHI 16, not both. GE 5B.

PHI 21 - Moral Values and Ethical Decisions (3)

This course is an introduction to moral reasoning and ethical decision-making, with a focus on fundamental ethical theories. Using the different theories, we examine some major moral dilemmas we face (such as the death penalty, world hunger environmental ethics, abortion, sexual morality censorship). Students can get GE credit for only one, PHI 21 or PHI 92, not both. However, students who take PHI 21 may take PHI 192. GE 5B.

PHI 24 - Socrates Plato and Aristotle (3)

An introduction to the origins of philosophical traditions in the West through study of the lives and major works of Socrates, Plato, and Aristotle. They will be assigned an additional critical assignment appropriate to a more advanced level of study. This may be in either written or oral form. GE 5A.

PHI 92 - Introduction to Business Ethics (3)

A case study approach to business ethics and information technology. Using ethical theories we will cover such moral dilemmas as affirmative action, electronic privacy, censorship and the Internet, and business practices (product liability, whistle blowing, honesty, advertising) environmental concerns, global issues, corporate decision-making and responsibility. Students can get GE credit for only one, PHI 21 or PHI 92, not both. However, students who take PHI 21 may take PHI 192. GE 5A.

PHI 98 - Special Topics (1.0-3.0)

May be repeated for credit.

PHI 124 - Socrates, Plato, and Aristotle (3)

An introduction to the origins of philosophical traditions in the West through study of the lives and major works of Socrates, Plato, and Aristotle. They will be assigned an additional critical assignment appropriate to a more advanced level of study. This may be in either written or oral form. GE 5A.

PHI 126 - Descartes to Kant (3)

The development of modern views on the relationship of reality and knowledge, the tension of reason and experience in classical modern rationalists and empiricists and the synthesis of Kant. Prerequisite: One lower division course in philosophy.

Prerequisite: One lower division course in philosophy.

PHI 130 - Existentialism (3)

A study of existentialist thinking drawing from Nietzsche, Kierkegaard, Sartre, Heidegger, Camus de Beauvoir. The emphasis is on the individual free-will, choices, decision-making, authenticity vs. inauthenticity, and global considerations. Existentialist literature (Kafka, Beckett Atwood Shange, etc.) and challenges raised by women and people of color may be included. Prerequisite: One lower division course in philosophy.

Prerequisite: One lower division course in philosophy.

PHI 134 - American Philosophy (3)

A study of the major philosophical ideas that have influenced the development of American intellectual life, civilization, and culture: Transcendentalism, Idealism, and the Pragmatic movement. Prerequisite: One lower division course in philosophy. GE 5B.

Prerequisite: One lower division course in philosophy.

PHI 150 - Metaphysics (3)

A study of philosophical theories of being and the nature of reality. Typical concepts studied include free will, personal identity, the metaphysics of body, human nature, and the mind-body problem. Prerequisite: One lower division course in philosophy. GE 5D.

Prerequisite: One lower division course in philosophy.

PHI 152 - Theory of Knowledge (3)

An examination of the nature and possibility of human knowledge, objectivity, perception, truth self-knowledge and the knowledge of other minds the conditions of justified belief. Prerequisite: One lower division course in philosophy.

Prerequisite: One lower division course in philosophy.

PHI 155 - Symbolic Logic (3)

This course provides the tools to do more advanced work in deductive reasoning and legal reasoning. This includes propositional logic, quantification logic, and examining complex argument forms. This course is highly recommended for Pre-Law students as part of the course will look at analytical reasoning on LSAT exams. Also recommended for Computer Science majors. Prerequisite: none, but any critical thinking or logic course is recommended.

PHI 156 - Media Ethics (3)

An examination of ethical issues and concerns regarding the media, social media, and journalism. Topics and cases for

study may include: censorship, the First Amendment and freedom of the press, impact of the media on society, honesty and accountability, the credibility of news media point of view, the role of standards and ratings (e.g., PG, PG 13, R, and so on), functioning as a witness of historical events, and obligations to consumers and to the society. Prerequisite: Any other ethics course.

Prerequisite: Any other ethics course.

PHI 158 - The Scientific Method (3)

An inquiry into the nature and value of science. In this course we will address such questions as: What is science? Is there a method common to all the sciences? Does science give us truth? Is science value-free? What are the ethical rules appropriate for scientific practice? This course is highly recommended for students majoring in one of the sciences, but all students who meet the prerequisite are welcome. Prerequisite: one lower division course in philosophy.

Prerequisite: One lower division course in philosophy.

PHI 160 - Philosophy of Religion (3)

A study of the philosophical concerns raised in religion, including the existence of God, faith images and concepts of God, the problem of evil along with multi-cultural and feminist considerations of religion and mythology. Prerequisite: One lower division course in philosophy and one in religious studies. GE 5A.

Prerequisite: One lower division course in Philosophy, One lower division course in Religious Studies.

PHI 162 - Philosophy and Native Cultures (3)

In this course we explore the philosophy mythology and world views of four major groups of Native Americans. The focus is usually on the tribes of the Southwest, Northwest, Far North and Mexico (especially Huichol). Examination of the philosophical issues, myths, language, literature of these tribes, as well as contemporary issues (such as casinos and gambling, nuclear waste storage on reservations, and cultural authenticity). Prerequisite: One lower division course in philosophy.

Prerequisite: One lower division course in philosophy.

PHI 165 - Philosophy of Law (3)

This course examines philosophical issues and concerns in law and in the application of laws. This includes notions of personhood, freedom of speech, freedom of religion, pornography and obscene speech, major Supreme Court decisions affecting a particular field (e.g., bioethics medicine, research, biotechnology, business, the media). In any given semester, we will examine a particular theme (such as

terrorism international justice, laws regarding the workplace environmental law, the media, or philosophical issues in international law). Prerequisite: One lower division course in philosophy.

Prerequisite: One lower division course in philosophy.

PHI 166 - Nursing Ethics (3)

An examination of the ethical issues, concepts and moral principles in Nursing and the application of the major ethical theories to medical dilemmas involving the nursing profession. Issues include the ANA code, models of ethical decision-making, moral conflicts, informed consent, patient confidentiality, individual autonomy, and contemporary issues such as nurse-assisted suicide, justice and healthcare and allocating scarce resources. Prerequisite: Any other ethics course.

Prerequisite: Any other ethics course.

PHI 167 - Ethics and Film (3)

In this course we examine ethical issues raised by movies and see how ethical theories can help us better understand the dilemmas presented in the movies we see. We will take two approaches: (1) A case study approach--going from the film itself (characters, plot, dialogue etc.) to examining ethical issues and moral reasoning, (2) A theoretical approach--going from major ethical theories to specific films to better understand how to live a life of purpose. Prerequisite: Any other ethics course.

Prerequisite: Any other ethics course.

PHI 168A - Contemporary Moral Problems (3)

A study of contemporary moral and social problems, including the death penalty, public policy issues, corporate responsibility environmental ethics, world hunger, animal experimentation, advertising and media ethics and individual vs. societal rights. At least one third of the course covers bioethical issues (such as surrogacy, euthanasia, abortion, medical experimentation, justice and health care).

Prerequisite: One lower division ethics course. GE 5A.

Prerequisite: One lower division ethics course.

PHI 168B - Bioethics (3)

An examination of biomedical and research ethics and ethical dilemmas involving healthcare. Topics may include informed consent, honesty, patient rights, physician assisted death, reproductive technology, abortion, organ sales xenotransplants, medical experimentation, justice and the allocation of resources, key legal decisions in bioethics, and the allocation of scarce resources. Prerequisite: Any other ethics course. GE 5B or GE 5C.

PHI 168C - Environmental Ethics (3)

In this course we look at ethical issues in our relationship to the environment. Topics may include: land ethics, global hunger, climate ethics, agribusiness, patenting of life forms preservation of ancient forests, animal rights our relationship with the natural world, moral obligations to wildlife, eco-feminism, wilderness ecology, and environmental justice. Prerequisite: Any other ethics course. GE 5B or GE 5C.

Prerequisite: Any other ethics course.

PHI 169 - Philosophy of Technology (3)

In this course we consider philosophical perspectives on ways reality, knowledge, and the relation between individuals and society are part of technological development. We also investigate how information technologies like the computer the Internet, and communications media help shape our lives. Prerequisite: One lower division course in Philosophy. PHI 150 or PHI 152 are helpful but not required.

Prerequisite: One lower division course in Philosophy.

PHI 170 - Social and Political Philosophy (3)

This section of Social and Political Philosophy will examine the tradition of social and political theories from the perspective of women and family. This will include conceptual analyses of traditional theories in order to understand why these theories have either excluded marginalized or placed restrictions on the participation of women. We will also study recommendations from various theoretical traditional perspectives as to how to fully incorporate women and families in ways that are fully inclusive. Prerequisite: One lower division course in philosophy. GE 5B.

Prerequisite: One lower division course in philosophy

PHI 172 - Marxism (3)

An examination and comparison of some of the central works of Marx, Engels, Lenin, Mao, and other writers in the Marxist tradition with a focus on the criticisms of capitalism, the revolution to establish communism, the nature of communist society, and the relevance to the contemporary world and the future of Marxist/ socialist societies.

Prerequisite: One lower division course in philosophy.

Prerequisite: One lower division course in philosophy.

PHI 174 - Philosophy of Art (3)

A study of the philosophical concerns around the creative process, the work of art, and aesthetic evaluation. This includes a study of the classical thinkers of aesthetics (e.g.,

Aristotle, Plato Croce, Langer, Tolstoy), as well as contemporary theories. As part of this study, we examine multicultural perspectives (e.g., Chicano murals African American film directors, women in film). Prerequisite: One lower division course in philosophy. GE 5C.

Prerequisite: One lower division course in philosophy.

PHI 175 - Philosophy of Film (3)

A study of philosophical ideas and theories about film, film theory, and various schools of film criticism. In a particular semester, we may focus on a particular theme, such as the hero in American film, or authenticity and personal integrity, or visions of society. In addition, we will be interested in looking at film as an expression of cultural values and an instrument for change. As part of that goal, we will examine the role of race, class, and gender in assessing film. Prerequisite: One philosophy course. GE 5C.

Prerequisite: One philosophy course.

PHI 176 - Philosophy of Literature (3)

In this course we study the literary expression of philosophical concerns, such as authenticity freedom and choice, good vs. evil, justice vs. injustice. This involves one or two philosophical works that investigate a philosophical issue (e.g., the ideal society) and then we look at various novels or plays to see how the issue is treated in literature. This course includes multicultural and non-traditional expressions and concerns. Prerequisite: One lower division course in philosophy. GE 5D.

Prerequisite: One lower division course in philosophy.

PHI 178 - Philosophy of Women (3)

A critical study of traditional and contemporary conceptions of women and various manifestations of the oppression of women particularly in Western societies and the US, especially for women of color. Various strategies of addressing women's issues will be studied, including various forms of feminism and research on or by women and of the women's movement will be explored from diverse perspectives, especially those of women of color. Prerequisite: One lower division course in philosophy.

Prerequisite: One lower division course in philosophy.

PHI 179 - Women and Values (3)

An examination of women's perspectives in areas reflecting values, including ethics, aesthetics and art, political and social theory, the law and religion. The course focuses on how women tend to perceive values differently than men and the contributions women make to value theory as well as the problems of interpretation and practice that these differences

raise, e.g., regarding sexual harassment, pornography, or the value of attachment. Differences among women, especially cultural differences, will be explored throughout. Prerequisite: One lower division course in philosophy.

Prerequisite: One lower division course in philosophy.

PHI 180 - Chinese Philosophy (3)

This course will study the origins and development of Chinese philosophy through the writings of Kong Fuzi, Mozi, Mengzi, Laozi, Huineng, Wang, and Mao. The focus will be on understanding how the many strands of philosophical ideas have created what is often misunderstood by the west as a monolithic culture. But *Zhongguo bua*, the essence of China, has always been a mix of homegrown philosophy with outside influences, whether religious, colonial, or ideological. The result is a culture that is as much centralized as it is fluid and pragmatic. Prerequisite: One lower division course in philosophy.

Prerequisite: One lower division course in philosophy.

PHI 182 - Mexican Philosophy, Culture, and Society (3)

This course is an introduction to post-Revolutionary Mexican society and culture, demonstrating the essential role philosophers played in the formation of Mexican national identity between 1909 and 1960. Through a study of some of Mexico's most influential philosophers - for example, José Vasconcelos, Antonio Caso, Samuel Ramos, Alfonso Reyes, Emilio Uranga - this course offers an introduction to *la filosofía de lo mexicano* (the philosophy of Mexicanness). Prerequisite: One lower division course in philosophy.

Prerequisite: One lower division course in philosophy.

PHI 192 - Business Ethics (3)

A case study approach to business ethics and information technology. Using ethical theories we will cover such moral dilemmas as affirmative action, electronic privacy, censorship and the Internet, and business practices (product liability, whistle blowing, honesty, advertising) environmental concerns, global issues, corporate decision-making and responsibility. Prerequisite: Any ethics course or any two Philosophy classes. GE 5A.

Prerequisite: Any ethics course or any two Philosophy classes

PHI 193 - Global Business Ethics (3)

An examination of issues in business and as a result of corporate actions that affect the ways we live and work-looking at them on an international scale. Topics may include the application of major ethical theories and concepts to cases and ethical decision-making outsourcing, pay equity

(and inequity), cultural conflicts around business practices, social responsibility, ethics and the global economy whistleblowing, bribery and corruption obligations to third world nations, product safety, the World Bank, and economic justice. Prerequisite: Any other ethics course.

Prerequisite: Any other ethics course.

PHI 198 - Special Topics (1.0-3.0)

May be repeated for credit.

PHI 199 - Senior Thesis (1.0-3.0)

May be repeated for credit. Offered only on request.

PHI 199H - Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

PHO - Professional Photography

PHO 2 - Foundations of Photography (3)

An introduction to basic DSLR cameras. All functions of the camera as a tool are explored on a fundamental level. Standards for presentation and submission are emphasized. Student should understand the functions of digital capture and digital asset management upon successful completion of this course. Principals of design are incorporated in lecture and assignments to introduce student to line, shape, texture, and form. The student is also introduced to the concept of the photographer as a critical thinker through assignments in this course.

PHO 4 - Digital Asset Management and Workflow (3)

This course focuses on the understanding of digital asset management through the use of hardware, software and the general practices to manage digital files. In addition, the student begins to practice the basic manipulation of density, contrast and color of the digital image.

PHO 6 - History of Photography (3)

The course covers the rise of image making from the 19th century to the modern era. The student is exposed to various techniques used throughout the development of the photographic medium. Social, economic, political and cultural impacts of photography are explored. Alternative photographic processes are explored through lecture and practicum.

PHO 8 - The Art of Lighting (3)

This course explores the various qualities of light that are essential for a photographer/film maker to understand and identify. Through practical assignments, the student learns to use LED, tungsten, electronic flash, and natural light. A

variety of situations are studied to understand limitations, advantages and disadvantages of lighting environments. Through lecture, demonstration and in class presentation students are exposed to various classic lighting patterns seen both in traditional art media and film. Cross-listed with FLM 212.

Prerequisite: PHO 2 or FLM 139A

PHO 10 - Dark Room Photography (3)

A laboratory and theory course that is concerned with a working understanding of a 35mm format camera, techniques of shooting, developing, and printing. Photo projects in this course will have an emphasis with issues dealing with contemporary society and social issues. This is a black and white course. The art department will loan 35mm cameras to students with a need. Carries an Art lab fee. Cross-listed with ART 10 and FLM 231.

PHO 30 - Studio Product Photography (3)

This course gives the student an understanding of and practical experience in the control of lighting applied to small products or table top photography. Various lighting methods are explored through practical demonstration and student assignments. Production workflow for tethered computer studio capture is integrated within this course. Students are exposed to industry standard image capture software and hardware. The marketplace for studio product photography is explored with examples given through lecture. Business practices for the independent photographer are presented and explored through lecture and assignments. The Studio Product Photography class builds on concepts that are applicable to both still and motion cinematography.

Prerequisite: PHO 2 or FLM 139A

PHO 34 - Photoshop and Digital Printing (3)

This course has an emphasis on the fundamentals of digital image editing software for image processing purposes. The student will learn different applications to control and enhance digital images for a variety of output devices. Additional topics covered include color perception, color models and color gamut, digital color correction, color management and an introduction to offset printing.

PHO 102 - Digital Image Editing I (3)

This course emphasizes the fundamental use of digital image editing software for image processing purposes. Different applications will be used to control and enhance digital images for a variety of output devices. Students will learn the basic palette of Photoshop and the use of its tools. Color theory and design are explored within assignments.

Prerequisite: PHO 2 or FLM 139A

PHO 104 - Lighting for People (3)

The objective of this course is to provide a survey of lighting for people in both still photography and motion and to understand the best choices in lighting solutions. Students will work with both continuous light sources and electronic flash as tools for shaping light. Development of student skills in digital image capture and processing is also covered. Various light modifiers and advanced lighting techniques for people are explored. The class builds on concepts that are applicable to both still and motion cinematography.

Prerequisite: PHO 2 or FLM 139A

PHO 107 - Applied Photography (3)

An intermediate level course on creativity, the enhancement of conceptual understanding and problem solving while reinforcing previously learned techniques. An emphasis in lighting techniques is made to communicate mood and emotion. Through lecture and demonstration students are exposed to the types of assignments that a professional photographic studio would encounter. Class would also be appropriate for the professional film maker.

Prerequisite: PHO 2 or FLM 139A

PHO 108 - The Print (3)

The course surveys the art of the digital print, students will be exposed to different fine art and commercial digital printing papers and surfaces. Through lecture and practicum, the student will be able to experience and understand the subtleties of the ink jet printing process. The student would create a body of work using their gained knowledge of printing for a term personal project.

Prerequisite: PHO 2 or FLM 139A

PHO 109 - Photography as Fine Art (3)

Students will be exposed to various masters and contemporary photographic artists whom are recognized in the fine art photography world. Field trips to gallery and auction houses to experience what the expectations are from gallery directors and museum curators from the photographers represented. The business of photography as fine art is also explored.

PHO 110 - Alternative Photography Media (3)

Students are encouraged to create a personal body of work using an alternative photographic capture tool such as an iPhone or plastic camera. Through lecture and class presentations students will be exposed to photographic artists that use alternative techniques both for fine art and commercial art. A personal body of work will be produced using alternative methods.

PHO 111 - The Art Director (3)

This course presents the skills of concept, composition, and design of the advertising photograph by introducing the techniques of creating a photograph with knowledge of how the viewer will respond to the image. The importance of color, value relationship, line and tone is stressed. Course activities involve an integration of photography, typography, and graphic design using various media with photography. The importance of meeting a client's specific needs and expectation is stressed. Students work on both the for profit and non profit business model. The class builds on concepts that are applicable to both still and motion cinematography.

Prerequisite: ART 10, PHO 2, or FLM 139A

PHO 112 - Food and Beverage Photography (3)

This course presents the skills of concept, composition, and design of the advertising and editorial photographer by introducing the techniques of creating a photograph with knowledge of how the viewer will respond to the image. The importance of color, value relationship, line and tone is stressed.. The importance of meeting a client's specific needs and expectation is stressed. Through class lecture and demonstration students learn the basics of lighting, styling and propping for food and beverage sets. The class builds on concepts that are applicable to both still and motion cinematography. Cross-listed with FLM 285A.

Prerequisite: PHO 2 or FLM 139A

PHO 113 - Advanced Tabletop Photography (3)

An advanced tabletop photography course in which students will be expected to produce a body of work that would be consistent with highest industry standards. Through lecture and demonstration, traditional and alternative tabletop techniques may be employed to express one's personal vision. Guest lectures on a variety of current trends in tabletop photography are planned. An emphasis will also be placed on research, pre-production, cost analysis and marketing one's work. The class builds on concepts that are applicable to both still and motion cinematography. Cross-listed with FLM 285B.

Prerequisite: PHO 8 or FLM 139A

PHO 114 - Automotive Photography (3)

This course in the fundamentals of automotive photography includes lighting techniques, location shooting, and car preparation techniques. Students also visit top ranked automotive photographers and art directors to discuss their work in this field. Field trips to an automotive photography studio and a class shoot on location emphasize proper production and job cost procedures. The class builds on

concepts that are applicable to both still and motion cinematography. Cross-listed with FLM 285C.

Prerequisite: PHO 8 or FLM 139A

PHO 140 - Business of Photography (3)

Through practical exercises, research, online video and course text, students will explore the various aspects of the business of photography. Subject matter includes, copyright, pricing strategies, contract language, business workflow, job workflow, business entities, record keeping and investments.

PHO 174 - Advanced Advertising Photography (3)

Photography of people, places, and things in the advertising and editorial arena is emphasized. Specific subjects covered are fashion, people in advertising, and editorial portraiture and include studio and location assignments. The importance of design in creating effective imagery is given special attention along with critical thinking. Students learn to use words to trigger imagery. Cross-listed with FLM 285D.

Prerequisite: PHO 8 or FLM 139A

PHO 175 - Fashion Photography (3)

This advanced course helps the student understand the process of producing and executing a professional fashion shoot. Students have the opportunity to learn to work with amateur and professional models, professional hair/makeup artists, and professional wardrobe stylists as part of a creative team. Specific attention is paid to lighting and processing techniques unique to contemporary fashion photography. The class builds on concepts that are applicable to both still and motion cinematography. Cross-listed with FLM 285E.

Prerequisite: PHO 8 or FLM 139A

PHO 176 - Independent Project (1-3)

A fieldwork class involving the independent design and production of a student media project, conducted with the mentorship of a film or still program faculty member. The topic and scope of the project is to be selected and agreed upon by student, mentor, and program director. For majors only. The course may be taken for 1 unit, 2 units, or 3 units, depending upon the complexity and length of the project. Cross-listed with FLM 176 and FLM 292. May be repeated for credit, up to 9 units.

Prerequisite: PHO 2 or FLM 139A

PHO 180 - Masters of Light (3)

Through lecture and visual presentations students are led through a survey of the masters of modern cine and still lighting. The course reveals insight into the critical thinking

and creativity of award winning directors of photography and still photographers. Crosslisted with FLM 281.

PHO 181 - Sports Photography (3)

A comprehensive course covering the techniques, production, equipment, and marketing of action and adventure sports photography for editorial, advertising and stock clients. Topics covered will apply to all sports photography. Subjects and examples will emphasize action and adventure sports. Topics covered include: essential exposure, focusing, and camera handling techniques; equipment for sports photography (including telephoto lenses, specialized equipment, and remote cameras); safety; covering the event over which you have no control vs. the event which you can control; extreme shooting conditions; and professional practices (locations, model releases, editing, captioning, and submissions). The class builds on concepts that are applicable to both still and motion cinematography. Cross-listed with FLM 285F.

Prerequisite: PHO 2 or FLM 139A

PHO 182 - Imaging Time (3)

We are able to manipulate time through the use of specialized camera and editing techniques. Slow-motion shots can add emphasis and emotion to a video production. High-speed video capture can reveal events for scientific and engineering studies. Advanced time-lapse techniques can compress time. The methods covered in this course add a range of tools for enhancing the communication of our visual expressions. The class builds on concepts that are applicable to both still and motion cinematography. Cross-listed with FLM 282.

Prerequisite: PHO 2 or FLM 139A

PHO 183A - Global Travel Experience (3)

Travel to iconic places around the world. Students will gain experience with different cultures, visit historic locations, study the art and styles of the region and develop their skills in a unique, global experience. May be repeated for credit, up to 9 units. Cross-listed with FLM 288A.

PHO 183B - Global Travel Experience (3)

Travel to iconic places around the world. Students will gain experience with different cultures, visit historic locations, study the art and styles of the region and develop their skills in a unique, global experience. May be repeated for credit, up to 9 units. Cross-listed with FLM 288B.

PHO 184 - Marketing for The Photographer (3)

This course engages students in advanced skills necessary to navigate and take advantage of new media, online and mobile marketing. In particular, the course will focus on building an effective, cohesive, and well-rounded marketing plan that will be implemented throughout a network of sources. Students will learn how to leverage new media to build stronger branding and client rapport. Emphasis will be placed on social networking, branding, marketing and media.

PHO 187 - Creative Techniques in Digital Imaging (3)

This course emphasizes advanced techniques in the usage of image editing software to create creative color and effects. The focus will be on working with color, tone and specialized techniques in order to create stylized, vibrant and commercially viable images. Specific techniques will be taught to accomplish varying projects.

Prerequisite: PHO 2 or FLM 139A

PHO 188 - Wedding Photography (3)

This course is an introduction to professional wedding and event photography and emphasizes the process of image design for individuals, couples and groups, packaging, sales, marketing and presentation. The course presents both traditional and contemporary approaches to wedding/event photography, covering candid situations with a photojournalistic style. Assignments should generate images for presentation in the form of a wedding album portfolio. The class builds on concepts that are applicable to both still and motion cinematography. Cross-listed with FLM 285I.

Prerequisite: PHO 2 or FLM 139A

PHO 189 - Special Topics in Still Photography (3)

Content exploring special topics in still photography.

PHO 190 - Architectural Photography (3)

This class concerns itself with two main aspects of Architectural Photography: Architectural Exteriors and Interiors emphasizing the use of tungsten, strobe, and digital techniques. Students deal with architects, designers, and contractors as clients and produce work that meets their criteria. Guest speakers and location demonstrations further enhance their understanding of the field. Evaluation is based on completion of the client projects and a final portfolio. Cross-listed with FLM 285G.

Prerequisite: PHO 8 or FLM 139A

PHO 191 - Advanced Portrait Techniques (3)

Students learn the fundamentals of “mainstream” commercial portraiture. Applying traditional principles, this

course works to establish confidence and control in lighting and posing, as well as final print production. Application of the principles of masculine and feminine posing, appropriate styling and props for portraiture and effective use of traditional lighting patterns and their significance in the modern marketplace will be emphasized. Cross-listed with FLM 283.

Prerequisite: PHO 8 or FLM 139A

PHO 192 - Advanced Retouching (3)

This course emphasizes advanced techniques in the use of image editing software to retouch digital images. Emphasis will be placed on the use of precision tools and the understanding of the subtleties of good facial retouching. Students will also explore image restoration and retouching of product and architectural images. Cross-listed with FLM 275.

Prerequisite: PHO 34

PHO 194 - Personality Photography (3)

This course introduces students to the world of the personality. Students should learn the process of how to get into the celebrity photography market, including understanding the process of getting, producing and executing a professional celebrity photo shoot. The course introduces students to working with celebrity publicists, managers and agents, as well as magazine editors, photo editors and art directors. Attention is given to working with creative team members including makeup artists, wardrobe stylists, hair stylists and prop stylists. Specific attention is paid to developing one's own personal style, lighting techniques, camera choices and format choices. Students are subjected to both studio and location environments. The class builds on concepts that are applicable to both still and motion cinematography. Cross-listed with FLM 285H.

Prerequisite: PHO 8 or FLM 139A

PHO 195A - Portfolio Development (3)

This course focuses the student on preparing for their emergence into the professional field. The student prepares a body of work that expresses the individual student's interest in a specific area of the photographic arts. This body of work is accompanied with supplemental materials such as business card, resume, promotional pieces and a summary business plan that ties the elements together in a final presentation. For students minoring in Photography, this class is recommended to be taken as the culminating course. May be repeated for credit.

Prerequisite: PHO 8 or FLM 139A

PHO 195B - Portfolio Development (3)

This course focuses the student on preparing for their emergence into the professional field. The student prepares a body of work that expresses the individual student's interest in a specific area of the photographic arts. This body of work is accompanied with supplemental materials such as business card, resume, promotional pieces and a summary business plan that ties the elements together in a final presentation. For students minoring in Photography, this class is recommended to be taken as the culminating course. May be repeated for credit.

Prerequisite: PHO 8 or FLM 139A

PHO 197 - Internship (3)

Hands-on observation and experience in an industry related company, setting, or other career-building organization. For majors and minors only. Student must be able to provide own transportation to internship site. Cross-listed with FLM 197 and FLM 297. May be repeated for credit, up to 9 units.

Prerequisite: PHO 2 or FLM 139A

PHO 198 - Senior Capstone (3)

This course will prepare students for entering the business of Professional Photography. Students explore career development strategies and essential business practices in their field of interest. Students will work on branding their own business identity and assembling a portfolio and website. Students must successfully complete a graduating portfolio review as part of their course. Preparation for the review is included in the class. The course is intended to be taken as a culminating class for the major; students should have completed no less than 24 units of required BFA Professional Photography courses before enrolling in this class.

PHS - Physical Science

PHS 1 - Scientific Concepts (3)

This introductory course is designed to provide students with basic knowledge of the scientific principles that govern our environment. The primary emphasis is chemistry, including an overview of the properties of chemicals with a closer look at the atom, the elements, and chemical bonds and reactions. Also addressed are topics in Physics such as mechanics, heat and energy. This course will provide students with the foundation needed for continued study in the sciences and applied fields such as nursing.

PHS 2 - Contemporary Physical Science (3)

A survey of the four major physical sciences: physics, chemistry, astronomy, and geology with a special emphasis on contemporary concerns. Offered in Weekend College format only.

PHS 2A - General Physical Science (2)

This course for the non-science major surveys the four main fields of physical science: physics chemistry, astronomy, and geology. It explores how things work and how we find out. Elementary mathematical concepts are introduced as required. Recommended for students planning to become teachers.

PHS 2B - General Physical Science (2)

This course for the non-science major surveys the four main fields of physical science: physics chemistry, astronomy, and geology. It explores how things work and how we find out. Elementary mathematical concepts are introduced as required. Recommended for students planning to become teachers.

PHS 4 - Elementary Environmental Studies (3)

An introduction to the study of human's physical resources and environment leading to a consideration of the problems of conservation and pollution. Prerequisite: PHS 1 or PHS 2A.

Prerequisite: PHS 1 or PHS 2A

PHS 5 - Selected Topics in Physical Science (1.0-3.0)

Prerequisite: Consent of the department.

PHY - Physics

PHY 1A - Introductory Physics IA (4)

Lecture, three hours, discussion, one hour. An algebra-based physics course covering statics dynamics, and an introduction to electricity. Prerequisite: Two years of high school mathematics and a satisfactory performance on the Mathematics Placement Examination or completion of MTH 1 with a grade of C- or better.

PHY 1B - Introductory Physics IB (3)

Lecture, three hours. Continuation of PHY 1A: electricity, magnetism, optics, and an introduction to modern physics. Prerequisite: C- or better in PHY 1A.

PHY 1BL - Introductory Physics Laboratory (1)

Experiments in mechanics, electric fields circuits, optics, radioactivity. Emphasis is placed on quantitative analysis of data. Prerequisite: Grade of C- or better in PHY 1A or PHY

11A, and concurrent enrollment in PHY 1B or PHY 11B or completion of PHY 1B or PHY 11B with a grade of C- or better.

PHY 5 - Selected Topics in Physics (1-3)

May be repeated for credit. Prerequisite: Consent of the Department.

PHY 11A - Mechanics (4)

Lecture, three hours, discussion, one hour. A calculus-based physics course covering the statics and dynamics of particles, gravitation, and fluid mechanics. Prerequisite: MTH 5A or consent of instructor.

PHY 11B - Electricity Magnetism and Optics (3)

Lecture, three hours. A calculus-based physics course covering electric and magnetic fields, potentials and fields, circuit theory, and optics. Prerequisite: Completion of PHY 11A with a grade of C- or better or consent of instructor.

POL - Political Science

POL 1 - American Government and Institutions (3)

This course examines the structure and procedures of American governmental institutions, the political principles upon which American democracy is based, and political participation in the United States. GE 5B.

POL 2 - Introduction to World Politics (3)

An investigation of the concepts and techniques which enable the student to compare various political systems, focusing upon both traditional and innovative concepts such as power, ideology policy and decision making, and issues of political and economic development. GE 5C.

POL 5 - Business Law (3)

An introduction to the development of legal principles for business activity, as found in common law, statutory laws, and the Uniform Commercial Code. Use of case studies for practical applications. Also see BUS 5.

POL 15 - Introduction to Research Methods (3)

This course introduces students to the methods of social science research. Students learn to think like a researcher, frame a research question, and conduct a literature review. Students also gain an introduction to qualitative and quantitative methodologies.

POL 101 - Research Methods (3)

Examination of research and writing methods with an emphasis on skills in conducting political science research

and preparing research papers working with statistical techniques and databases and evaluating, citing and presenting evidence.

POL 102 - Women and the Law (3)

This course analyzes the relationship between gender and the law and how it has evolved over time. Students examine the landmark cases that have shaped women's rights in the United States and the works of leading legal scholars in the field. GE 5D.

POL 103 - Legal Reasoning (3)

This course introduces students to the basic principles of legal reasoning. Students will learn to analyze cases and statutes, identify applicable law and apply law to a given set of facts. These skills will prepare students for the case analysis methodology used in law school and more broadly, provide students with the insight that comes from approaching problems analytically. Legal Reasoning is required for all Pre-Law minors.

POL 105 - Advanced Business Law (3)

Upper level study of business law. Applications to areas of agency, partnerships, corporate law sales security transactions, and insurance. Also see BUS 106.

POL 106 - Real Estate Law (3)

Business and legal aspects. Estates in land purchase and sales contract, conveyances mortgage and trust deed transactions, property taxes landlord and tenant, wills and inheritance. Also see BUS 171. Prerequisite: BUS 5.

Prerequisite: BUS 5

POL 107 - Criminal Law (3)

An examination of the elements of the criminal law with emphasis on crimes against the person as well as crimes against property. The standard defenses will also be considered.

POL 108 - U.S. Constitutional Law (3)

A study of the U.S. Constitution and Supreme Court decisions interpreting issues of separation of powers, judicial review, the Commerce Clause and the Tenth Amendment. Prerequisite: POL 1. (See HIS 179)

Prerequisite: Take POL 1

POL 109 - Individual Rights (3)

A study of the U.S Constitution and Supreme Court decisions with emphasis on the Bill of Rights as applied to both federal and state jurisdictions. Prerequisite: POL 1. GE 5B.

Prerequisite: Take POL 1

POL 110 - Political Behavior (3)

This course explores political behavior in the United States. Students will examine citizens' participation in elections, issue advocacy and protest movements. The examination will include a comparison of political behavior and preferences among differing socio-economic groups, minorities and women.

POL 112 - Healthcare Law and Policy (3)

This course examines federal and state law governing healthcare, analyzes competing policy preferences pertaining to healthcare, and explores the political implications of the development and implementation of healthcare law and policy. This course may be taken as upper division credit toward the Political Science major, and the Pre-Law minor. This course is cross-listed as HCP 112 and is required for the Healthcare Policy major.

POL 114 - The Politics of Democratization and Social Policy (3)

This course will introduce students to theories of democratization and the politics of economic development. The course will apply theories in democratization and comparative political development to social policy with an emphasis on gender issues. Comparative research methodology and policy analysis is integrated into the course as a part of discussion on the epistemology of methodological choices and outcomes. GE 6B when linked with BIO 155, GE 6B when linked with BIO 156, or GE 5C or GE 5D.

POL 116 - Democracy and Democratic Theory (3)

A critical examination of the major theorists of democracy in the twentieth century and preconditions of democratic government and society.

POL 117A - Political Theory (3)

An examination of the major theorists of political theory from antiquity to the middle of the nineteenth century. Special emphasis will be placed on the writings of such seminal figures such as Plato, Aristotle, Machiavelli, Hobbes, Locke and Rousseau. (See HIS 115A /HIS 115B.)

POL 117B - Political Theory (3)

An examination of the major theorists of political theory from antiquity to the middle of the nineteenth century. Special emphasis will be placed on the writings of such seminal figures such as Plato, Aristotle, Machiavelli, Hobbes, Locke and Rousseau. (See HIS 115A/HIS 115B.)

POL 118 - U.S. Presidency (3)

This course examines the powers of the office of the President of the United States. Students will analyze the President's formal constitutional powers, informal powers of persuasion and the impact of the personal styles of those who have held the office. The role of White House staff, institutional resources, and the dynamic relationship between the President, Congress and the courts will be considered in determining the ability of Presidents to successfully achieve their political agendas and affect public policy.

POL 119 - Concepts in Political Theory (3)

Selected concepts in political theory examined comprehensively and in depth.

POL 120 - Legislative Process (3)

This course examines legislative process organization and structure. Students will analyze committee structure, the impact of House and Senate rules, and the electoral motivations of the members of Congress. The role of constituents, interest groups, party politics and the dynamic relationship among the branches of government will all be considered in assessing the law and policy making function of the U.S. Congress.

POL 121 - Judicial Politics (3)

This course examines the role of the courts in U.S. government and politics. Students will explore the structure of the American judicial system, judicial processes, the nature of judicial decision-making and the increasingly contentious judicial appointment process. The relationship of the courts to the other branches of government will also be considered in determining the courts' impact on major substantive policy areas.

POL 122 - Middle East Politics (3)

An analysis of political societies in the Middle East and of the many ways in which they were transformed into nation states. Issues addressed include nationalism, religious political activism, colonialism, regional conflicts, revolutions and the position of women.

POL 123 - African Politics (3)

Provides an understanding of the historical economic and social variables that shape modern African politics. Central themes will include nation-building and democratization, the international relations of Africa, issues of peace and security, and Africa's political economy.

POL 124 - Latin American Politics (3)

A comparative analysis of Latin American political systems. Emphasis on the politics of development, the problems of

leadership, the military in politics, legitimacy, and regime continuity.

POL 124A - Politics of Central America (3)

A comparative analysis of the political and economic systems of Central America. Emphasis is placed on the area's ongoing struggle to build democratic political institutions, impact of U.S./Central American relations, and legacies of civil war and political violence.

POL 125 - U.S Foreign Policy (3)

An examination of the theories, process, and politics of U.S Foreign Policy. Students will study the relative roles of U.S institutions, and the legal and political questions related to the conduct of the U.S foreign policy.

POL 126 - Politics of the Former Soviet Union (3)

An examination of the revolutionary origins development, and dissolution of the Soviet Union followed by a discussion of the issues confronting Russia and the new republics. Issues include political and economic transformation ideological transitions, and proliferation of weapons.

POL 127 - Politics of the Global Environment (3)

Examines the environmental implications of the international political economy. The focus is on the changing role of the state and the politics of industrial development including the tragedy of the commons, sustainable development, global warming, and environmental security.

POL 128 - Politics of Globalization and Interdependence (3)

An assessment of globalization and interdependence, and the challenges they pose to the governments of nation-states since the end of World War II. Topics include the global economy and trade, the challenges to national cultural identities and sovereignty, the role of technological advancements, and integration. GE 5C or GE 6 unlinked.

POL 130 - International Political Economy (3)

Examines approaches to the international political economy (IPE) including the liberal, economic nationalist, and neo-Marxist perspectives. Topics include the Bretton Woods institutions (World Bank, IMF and GATT/WTO), international trade and development, foreign debt, poverty and global inequality.

POL 131 - International Relations (3)

A general survey of the institutions considerations, and ideologies involved in the formation and execution of foreign relations within a world context. Special attention is placed

upon international agencies such as the United Nations and non-governmental organizations. GE 5C.

POL 132 - Political and Economic Development (3)

An analysis of the major explanations for underdevelopment and alternative strategies for development. Topics discussed include colonialism nationalism, the Third World in the international system, state-building and political change, and gender perspectives on underdevelopment.

POL 133 - Mock Trial (0.0-3.0)

This course will teach students the fundamental skills of trial advocacy. Students will receive training in case analysis and development, rules of evidence, and basic trial techniques. Students will participate in on campus competitions and based on class performance, may be chosen to compete in intercollegiate mock trial competitions. This course may be taken for 0, 1, 2, or 3 credits. Mock Trial and Moot Court may be repeated for up to a combined total of 12 units toward the Pre-Law minor. Three units may be counted toward the Political Science major.

POL 134 - Moot Court (0.0-3.0)

This course will teach students the fundamental skills of appellate advocacy. Students will receive training in case analysis and development, oral argumentation, and basic appellate techniques. Students will participate in on-campus competitions and, based on class performance, may be chosen to compete in intercollegiate moot court competitions. This course may be taken for 0, 1, 2, or 3 credits. Moot Court and Mock Trial may be repeated for up to a combined total of 12 units toward the Pre-Law minor. Three units may be counted toward the Political Science major.

POL 135 - Selected Topics in International Organizations (0.0-3.0)

Examines the various ways in which international organizations are used to promote the domestic and global interests of international actors. Particular emphasis is placed on promotion and maintenance of world order. (See GLP 135) May be repeated for credit.

POL 136 - Revolutions and Social Movements (3)

This course focuses on the social, political economic and ideological forces that promote and sustain political revolutions. Case studies may include the French, American, Russian and Chinese revolutions as well as revolutionary groups and individuals. GE 5C.

POL 137 - Ethnic Conflict and Civil War (3)

Examines discord within multiethnic societies by analyzing how nationalist, racial, ethnic and/or religious identities serve

as sources of internal conflict. Issues addressed include communalism civil strife, systematic violence, and genocide.

POL 138 - International Law (3)

This course examines the origins and evolution of international law. Special emphasis will be placed on the development of international law under the aegis of international organizations and through the promulgation of treaties and customary practice.

POL 140 - North-South Relations (3)

Examines the political, social and economic issues that often create tensions between developing (South) and developed (North) countries. Issues include sustainable development, foreign debt and investment, terms of trade, political hegemony and cultural relativism.

POL 142 - International Conflict and Cooperation (3)

Focuses on the various types of international conflict and ways in which cooperation manifests in international politics. Topics include the management and prevention of conflict, regional and global conflicts throughout history and the causes of conflict.

POL 143 - Terrorism and Political Violence (3)

A comparative analysis of the origins, purposes and types of terrorism and political violence throughout history and across regions. Topics include: terrorism and the media, female suicide bombers, state sponsored terrorism, and causes of political violence such as riots and road blocking. GE 6B when linked with MUS 145.

POL 144 - Politics of Europe and the European Union (3)

Analyzes the political, social and economic development of modern European nation-states and the evolution of the European Union. Topics include the political and economic integration of Europe since the end of World War II.

POL 145 - Southeast Asian Politics (3)

Provides an understanding of the historical economic and social variables that shape modern Southeast Asian countries including Indonesia Malaysia, Vietnam, Singapore, Myanmar, Brunei the Philippines, Thailand, Laos and Cambodia. Central themes include nation-building and democratization, peace and security, and political economy.

POL 146 - Military in Politics (3)

Focus on relations between the military and politics. Emphasis on the varieties of military involvement in politics, cases of direct military intervention in political systems, and

the consequences of military influence over political decisions.

POL 147 - Women and Development (3)

Analyzes the impact of development policies on women in developing countries. Topics include the status of women in traditional societies, the gendered allocation of resources, and the informal economy. GE 5C or GE 5D

POL 148 - Refugees and International Migration (3)

Examines the politics of mass migration across state borders or within nation-states. Cases studied include forced relocation, refugees of war, and different forms of legal and illegal immigration including the international trafficking of persons.

POL 149 - Comparative Foreign Policy (3)

Comparative study of foreign policy making in different political systems. Issues include economic, military and political relations among countries, and foreign policy actors such as heads of state and bureaucrats.

POL 150 - International Security (3)

Analyzes the factors surrounding security studies in international relations. Topics include the spread of nuclear weapons and weapons of mass destruction, deterrence, arms races, the security dilemma, and domestic threats to global peace.

POL 151 - Humanitarian Intervention (3)

An analysis of the issues that provoke humanitarian concerns such as civil strife poverty, epidemics and famine. The development of norms of humanitarian intervention will be a focus of this course.

POL 152A - Politics of Modern Japan (3)

An examination of the rapid transition of the feudal Japan of the Shogun to the modern technological state. This course will probe the events that brought changes in government family religion, education, industry, and foreign relations from 1600 to 1952.

POL 152B - Politics of Modern China (3)

An analysis of the political and economic development of Modern China. Personalities such as the Sun Yat-sen, Mao Tse Tung, and Deng Xiao Ping and others will provide insights into the evolution of the Chinese State.

POL 153 - Department Seminar (3)

This course is limited to juniors and seniors and provides an in-depth examination into a topic within political science. The course emphasizes research and writing skills and

requires a major research paper. Prerequisite: POL 101 Research Methodology.

Prerequisite: POL 101 Research Methods.

POL 154 - U.S./Mexican Relations (3)

This course examines the relevant actors, issues and political history of foreign policy and interactions between the United States and Mexico. Attention is given to current policy topics of significance, e.g., drugs, immigration security and trade.

POL 155 - Politics of Women's Health Care in California (3)

This course examines how public policy is debated in the state of California with a focus on women's healthcare. In this class we will examine these contentious real world issues through a series of mock committee hearings, which will allow students to role play interest groups and legislators in determining how to craft policy that best suits the needs of California women.

POL 156 - Women and Politics (3)

This course examines women's place in political theory and the practice of politics in the United States. A major focus is to trace the development of the women's movement, women's political rights, the impact of public policy on the lives of American women. We will explore the underrepresentation of women in elected politics and the impact of women in the legislative process.

POL 157 - AIDS As Case Study (3)

The HIV/AIDS epidemic stands as one of the chief challenges facing countries in the new millennium. In the United States, where health professionals have had over twenty years to tackle the epidemic and where public health workers have created several successful programs to slow it, HIV nonetheless continues to spread. Students in this course will study the history of HIV in America, tracing the paths the epidemic has taken over the past quarter century. Beginning with the origins and epidemiology of HIV, students will learn to situate the disease in the context of other historical epidemics. Together, students will study a range of issues that have surrounded the AIDS epidemic and challenged effective implementation of public health initiatives, including race, risk, gender, economics, public policy, medical access, civil liberties, and public morality.

POL 158 - Ethics in Health Policy (3)

This course is designed to familiarize students with the ethical nature and dilemmas of public health and health policymaking in American society. Students examine a number of basic moral controversies in the health policy field, focusing on different frameworks for thinking about

justice and the ends of medicine and public health. We will explore what it takes to become a person who is able to think and act morally about health care and about other important matters in the public sphere.

POL 160 - Civil Liberties (3)

A critical study of the evolution of civil rights in the U.S.

POL 170 - U.S. Party Politics (3)

The development, organization, and character of the American party system.

POL 171 - Presidents and Personality (3)

An attempt to illuminate and characterize the contributions of American presidents to American politics by an examination of the writings of psycho-historians and others emphasizing psychological insights.

POL 175A - Selected Topics in the American Political Structure (3)

Specific area will be announced in the term schedules. Consent of instructor necessary for non-majors and non-minors.

POL 175B - Selected Topics in the American Political Structure (3)

Specific area will be announced in the term schedules. Consent of instructor necessary for non-majors and non-minors.

POL 175C - Selected Topics in the American Political Structure (3)

Specific area will be announced in the term schedules. Consent of instructor necessary for non-majors and non-minors.

POL 175D - Selected Topics in the American Political Structure (3)

Specific area will be announced in the term schedules. Consent of instructor necessary for non-majors and non-minors.

POL 176 - Public Policy (3)

This course considers major public issues in American politics and introduces students to the policymaking process in the United States. This course examines the leading approaches and methodologies in the study of public policy, and the role of policymakers in agenda setting policy formulation, and policy adoption.

POL 179 - California Politics (3)

Examines the political, economic, institutional and constitutional development of California. GE 5B.

POL 180 - State and Local Government (3)

This course examines state and local political systems in the United States. The course examines the structure of state and local government, the administrative procedures employed by these political entities, their relationship to the federal government, and the public policy outcomes resulting from state and local government action. The course includes consideration of the unique role of local governmental action to American political life.

POL 185 - Public Personnel Administration (3)

The process of formulating and administering public personnel policies, concepts and principles utilized in selected governmental personnel systems. Special emphasis on collective bargaining in public employment.

POL 186 - Introduction to Public Administration (3)

The executive function in government, principles of administrative organization, personnel management, financial administration administrative law, and problems and trends in government as a career.

POL 187 - Organizational Theory and Governmental Management (3)

Organizational structure, human factors in organization, dynamics of organizational change internal adaptability to external environment problems, limitations, and trends in governmental organization and management.

POL 188 - Administrative Law (3)

Introduction to administrative law and its impact on the American political and bureaucratic landscape. Regulatory agencies, procedural due process and their interface with vested and individual rights are the focus point for discussion on constitutional and legal precedents in a case study context.

POL 191 - Internship (3)

Students in the Political Science and Healthcare Policy programs serve as interns working for local, state, national, and international government entities, non-governmental organizations, and interest groups. Work must involve issues related to Political Science or Healthcare Policy. Students must receive pre-approval of academic advisor. May be repeated once for a total of 6 units. Taken for Credit/No Credit.

POL 192 - Plays and Politics (3)

A study of selected plays from antiquity to contemporary times in which the insights of the playwright and the conclusions of the political scientist are interrelated. A multidimensional and interdisciplinary approach is utilized.

POL 193A - Selected Topics and Projects in Political Science (0-3.0)

Subject announced in term schedule.

POL 193B - Selected Topics and Projects in Political Science (1.0-3.0)

Subject announced in term schedule.

POL 193C - Selected Topics and Projects in Political Science (1.0-3.0)

Subject announced in term schedule.

POL 193D - Selected Topics and Projects in Political Science (1.0-3.0)

Subject announced in term schedule.

POL 196H - Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

POR - Portuguese**POR 1 - Elementary Portuguese I (4)**

Students learn fundamental basic language skills to communicate in cultural Brazilian, Portuguese or African Luzophone situations. GE 4A.

POR 2 - Elementary Portuguese II (4)

Students will improve their basic language skills through real original materials: videos, texts, and interviews to communicate in Brazilian Portuguese or African Luzophone environments. Prerequisite: Take POR 1 or equivalent. GE 4B.

Prerequisite: Take POR 1 or equivalent

PSY - Psychology**PSY 1 - Introduction to Psychology (3)**

This course is an introduction to the study of mental processes and behavior. The course will survey major concepts, research findings, and practical applications of current research. The course focuses on questions such as: "How do people change and grow from infancy to adulthood? How do we learn and remember best? How does biology influence behavior? How do our senses help us to

interpret the world? How does personality work? How do other people affect our behavior? What does it mean to be abnormal"? GE 5B.

PSY 12 - Lifespan/Human Development (3)

Introduction to human development from conception to death. Covers major theories of psychological growth, interactions between heredity and environment, and the physical, cognitive, and social domains of development in childhood, adolescence, and adulthood. Focuses on concepts and issues important in prenatal development, thinking and social relationships in childhood and adolescence, effective parenting, and personal growth through the lifespan. This course carries credit equivalent to PSY 102; students can only get credit for *either* PSY 102 or PSY 12 to count towards the psychology major- not both. GE 5B.

Prerequisite: PSY 1 (waived for qualified Liberal Studies majors and for Single Subject Credential students).

PSY 13 - Child Development (3)

Introduction to child development from conception to adolescence. Covers major theories of psychological growth, interactions between heredity and environment, and the physical, cognitive, and social domains of development in childhood and adolescence. Focuses on concepts and issues important in prenatal development, thinking and social relationships in childhood and adolescence, including effective parenting and personal growth. This course does not meet the PSY 12 requirement or the Nursing major.

Prerequisite: PSY 1 (waived for qualified Liberal Studies majors and for Single Subject Credential students).

PSY 14 - Adult Development (1)

A survey of the major psychological theories and milestones related to adult development. Course topics include developmental stages of adolescence, young adulthood, middle age and the process of advancing age. In combination with a previously completed course in child development, this course meets the life span human development requirement of the MSMU Department of Nursing.

Prerequisite: PSY 1

PSY 15 - Global Lifespan Development (3)

Introduction to human development from conception to death in an increasingly global society. With emphases on the influence of varying and changing contexts on development, this course will cover major theories and methods for studying psychological growth, interactions between heredity and environment, and the physical, cognitive, and social domains of development across the lifespan. GE 5C.

Prerequisite: PSY 1 (waived for qualified Liberal Studies majors and for Single Subject Credential students).

PSY 40 - Basic Statistical Methods (3)

Focus on applied descriptive and inferential statistical techniques as used in behavioral science research. Topics covered include properties of distributions, measures of central tendency, elementary probability theory, hypothesis testing, correlation, and analysis of variance. GE 3A.

Prerequisite: Satisfactory score on the Mathematics Placement Examination or completion of MTH 2X or MTH 7.

PSY 40L - Basic Statistical Methods Laboratory (0)

Laboratory supplement to PSY 40, which must be taken concurrently when offered. The focus is on furthering the understanding of applied descriptive and inferential statistical techniques as used in behavioral science research.

PSY 52 - Biological Psychology (3)

Critical survey of the structure and function of the nervous system. Topics include the neural control of sensory systems, hormonal systems, motor systems, learning, memory, emotions, and sleep. Particular emphasis is placed on recent advances in our knowledge of brain structure, neurotransmitter systems, neural development and plasticity, neuropharmacology, neuropathology, and psychopathology.

Prerequisite: PSY 1

PSY 52L - Biological Psychology Lab (3)

This is the concurrent laboratory supplement to PSY 52. The laboratory provides the background in neuroanatomy necessary to understand basic principles of neural function. Emphasis is placed on learning to recognize gross and microscopic structures of the brain within a functional perspective.

Prerequisite: PSY 1

PSY 101 - Counseling Theories (3)

This course is cross-listed with the graduate course PSY 225. Students will learn a variety of contrasting psychological theories, principles and methods related to the counseling process in a multicultural society. They will explore the historical development and underlying assumptions of each theory. Students will consider potential strengths and weaknesses of each theory for different presenting concerns and goals. They will become familiar with implications of each theory for use with individual clients, as well as prepare to consider implications for couples, families, groups. Prerequisites: see policy on Undergraduate/Graduate Psychology Cross-Listed Courses.

PSY 102 - Issues in Human Development (3)

Introduction to human development from conception to death. Covers major theories of psychological growth, interactions between heredity and environment, and the physical, cognitive, and social domains of development in childhood, adolescence, and adulthood. Focuses on concepts and issues important in prenatal development, thinking and social relationships in childhood and adolescence, effective parenting, and personal growth through the lifespan. This course carries credit equivalent to PSY 12; students can only get credit for *either* PSY 102 or PSY 12 to count towards the psychology major- not both.

Prerequisite: PSY 1

PSY 103 - Applied Psychology (3)

This course will introduce students to how psychologists and other practitioners apply basic psychological principles, knowledge, and research to address questions like: "What is applied psychology?" "What is the difference between basic and applied psychology?" "Where or in what capacity do applied psychologists work?" "What is evidence based practice?" and "How can we apply psychology to common 'everyday' situations?"

Prerequisite: PSY 1

PSY 104 - Career Counseling (3)

This course is cross-listed with the graduate course PSY 234. Students are provided with an introduction to the major career counseling theories, decision-making models and understanding of the interrelationships among and between work, family and other life roles. Students will conceptualize a career counseling case, by assessing the individual's career interests and goals, developing intervention techniques and identifying vocational counseling resources. Practical applications and experiential training will be included in this course of study. Additional course fee. Prerequisites: see policy on Undergraduate/Graduate Psychology Cross-Listed Courses.

PSY 106 - Basic Research Methods (3)

Introduction to the scientific method and its use in answering questions about psychological phenomena. Covers each of the major steps in the research process, including formulation of hypotheses, choice of appropriate research designs, empirical testing of hypotheses with proper controls and regard for ethical issues, systematic analysis of data, and reporting of results in a scientific format.

Prerequisite: PSY 40. Must be taken concurrently with PSY 106L.

PSY 106L - Basic Research Methods Lab (3)

Required laboratory supplement to PSY 106, which must be taken concurrently. The laboratory sessions provide structured practice in conducting psychological research. Students perform several simple studies on topics in different areas of psychology assigned by the instructor. The final laboratory report should demonstrate competence in formulating and testing hypotheses, as well as in reporting the results and their interpretation in the format specified by the American Psychological Association.

Prerequisite: PSY 40. Must be taken concurrently with PSY 106.

PSY 107 - Positive Psychology (3)

Survey of the research and applications of positive psychology, the study of the human strengths that contribute to personal and societal growth. Covers topics such as happiness, well-being, wellness, optimism, creativity, self-efficacy, pleasure, coping, empathy, attachment, compassion, prosocial behavior, and building positive environments.

Prerequisite: PSY 1

PSY 110 - Gender Issues in Psychology (3)

Exploration of the psychological theories and research findings related to gender issues. Topics to be covered include gender role development, gender differences in personality, and the analysis of social issues of gender and sexuality in the realms of society, politics, and culture. GE 5D.

Prerequisite: PSY 1

PSY 111 - Applied Statistical Computing (3)

The primary emphasis of the course will be placed on gaining a conceptual understanding of statistical methods using computer software. This course will introduce the logic, application, and interpretation of the most commonly used statistical models in the context of social science (psychological) research and study design. It is designed to prepare students to ask and answer research questions using a variety of statistical methods, and utilize these methods in future endeavors (as a graduate student, researcher, evaluator, career professional, etc.).

Prerequisite: PSY 40 or equivalent

PSY 112 - Careers and Observation in Child Development Settings (3)

Overview of the child development field and careers working with children under age 13 and their families. Each student will observe in a community child development setting for a

minimum of 15 hours. Professional ethics and current issues in the field will be explored.

Prerequisite: PSY 12 or PSY 13 or PSY 15, and EDU 32/EDU 132 or PSY 113.

PSY 113 - Learning in Children and Adolescents across Cultures (3)

This course examines how developmental biological and cultural factors influence the ability and motivation to learn. Assignments and class discussions address the role of teachers parents, and other adults in facilitating children's development in school contexts. Emphasis is placed on the interaction between cognitive performance and the total sociocultural environment in which the child and adolescent lives. Applying course concepts, each student will find and observe a school-aged child for a minimum of 15 hours.

Prerequisite: PSY 12 or PSY 13 or PSY 15

PSY 118 - Interventions for Children with Disabilities (3)

This course will survey a variety of physical disabilities, as well as different levels of general cognitive functioning that identify children as qualifying for Special Education programming. The course will go on to investigate the current "best practices" strategies and interventions for the effective development of psycho-social, behavioral, and instructional integration of "exceptional children" into the least restrictive environment offered within the public education system.

Prerequisite: PSY 1

PSY 119 - Alcohol and Substance Abuse (3)

This course reviews the historical, social cultural, psychological, and behavioral factors associated with patterns of psychoactive substance abuse in the United States. As an introductory course designed to provide general knowledge and background about drugs and alcohol, the course examines the effects of substance use on human cognition, emotion, and behavior, examines models of abuse/addiction, and explores the application of both traditional and innovative models of prevention and treatment. The effect of alcohol and other substance use on society is also addressed.

Prerequisite: PSY 1

PSY 120 - Forensic Psychology (3)

This course will survey the field of forensic psychology. Topics such as expert witness testimony, mandatory sentencing, criminal profiling, police misconduct, domestic violence child custody, jury selection, sanity, ability to stand trial, risk assessment, death penalty, and public policy will be covered.

Prerequisite: PSY 1

PSY 121 - Grief and Bereavement (3)

This courses exams the grief processes that take place within individuals and families as they experience loss in a sociocultural context. The course will address the nature and causes of grief, factors that facilitate and/or impede the ability to function after loss, different cultural perspectives on grief, and strategies for coping with loss. GE 5B.

Prerequisite: PSY 1

PSY 122 - Health Psychology (3)

This course examines how biological psychological, and social factors interact with and affect the efforts people make in promoting good health and preventing illness, the treatment people receive for medical problems, how effectively people cope with and reduce stress and pain, and the recovery, rehabilitation, and psychosocial adjustment of patients with serious health problems.

Prerequisite: PSY 1

PSY 124 - Child and Adolescent Psychology Practicum (3)

Applied work enhancing a student's ability to use the principles of psychology in counseling or clinically-related settings, working with children and/or adolescents. Course includes weekly seminar oriented towards integrating experiences with theory.

Prerequisite: PSY 125

PSY 125 - Basic Communication Skills (3)

Survey of basic counseling skills, with emphasis on developing effective verbal and non-verbal communication. Stages and goals of the counseling process will be examined. Students will participate in demonstrations of basic counseling techniques (e.g., reflective listening confrontation, demonstration of empathy). Course work will focus on practical applications of these skills.

Prerequisite: PSY 1

PSY 127 - Immigrant Experience (3)

This course examines the immigration experiences of people from around the world. The primary focus will be on exploring the experiences of immigrants living in the U.S. as well as working to dispel the myths that exists about immigrants/immigration. Readings and discussion will emphasize a variety of topics that are related to immigration including the reasons for immigrating, the challenges faced during and after immigration, immigration law, acculturation/enculturation, gender, economics, education

and their trajectories in the U.S. Throughout the course, we will consider research and policy implications. GE 5C.

PSY 128 - Adulthood and Aging (3)

Exploration of psychological factors of the process of aging. Focus will be on attitudes values, motivations, and behavior as they are influenced by environmental and biological changes associated with aging. This course is conducted as a seminar and includes a fieldwork component visiting and evaluating various care facilities for the senior population.

Prerequisite: PSY 1 and PSY 12 or PSY 13 or PSY 15

PSY 129 - Motivation (3)

Comparison of the range, strengths and limitations of the prominent theories explaining high and low motivation. Explores common motivation problems and their effect on the individual and society. Motivation treatments are applied to a variety of contexts, including education, work, love and others. A critical analysis of the current applied motivation literature is emphasized.

Prerequisite: PSY 1

PSY 132 - Personality Theory (3)

Comprehensive study of the major theories of personality (e.g., Psychoanalytic, Behavioral Humanistic, Cognitive). The course will address development, structure and dynamics of personality, utilizing contemporary research. Survey of these theories highlights the origin of normal and pathological personality development. This course carries credit equivalent to PSY 156; students can only get credit for either PSY 132 or PSY 156 to count towards the psychology major – not both.

Prerequisite: PSY 1

PSY 134 - Learning and Memory Processes (3)

Explores the major forms of learning and memory processes common to human and non-human animals. Focuses on the most basic learning processes particularly classical and instrumental conditioning, but also covers observational learning. Examines the essential features of memory processes as explained by information processing models. Particular attention is paid to applications of learning and memory theories in solving practical problems in normal and clinical situations.

Prerequisite: PSY 1

PSY 138 - Managing Non-Profit Organizations (3)

This course will introduce non-business majors to managerial theories to lead non-profit organizations. The learning experience includes review of literature, class presentations

and active sponsorship of service organizations. A service learning project integrates theory with practice, requiring team cooperation, planning and accountability. Also BUS 139 and SW 138.

PSY 139 - Child Abuse and Family Violence (3)

A theoretical exploration of the causes, nature and impact (physical, social and psychological) of the various forms of family violence as well as the methods used by counseling professionals for intervention, remediation, and prevention.

Prerequisite: PSY 12 or PSY 13 or PSY 15

PSY 140 - Personality Disorders (3)

This course provides an in-depth understanding of personality disorders in clinical settings, treatments, and research. It addresses the major personality disorders (e.g., borderline, antisocial, narcissistic, obsessive compulsive) outlined by the Diagnostic and Statistical Manual of Mental Disorders (DSM) as well as their historical changes and challenges, conceptualizations, manifestations, etiology, diagnosis, and treatment.

Prerequisite: PSY 1. Recommended: PSY 168

PSY 141 - Applied Research Methods & Statistics (3)

Introduction to the scientific method and its use in answering questions about psychological phenomena. Covers each of the major steps in the research process, including formulation of hypotheses, choice of appropriate research designs, empirical testing of hypotheses with proper controls and regard for ethical issues systematic analysis of data, and reporting of results in a scientific format. Emphasis will be on reading, understanding, and critiquing research.

Prerequisite: PSY 1

PSY 141L - Applied Research Methods & Statistics Lab (1.0-3.0)

Required laboratory supplement to PSY 141, which must be taken concurrently. The laboratory sessions provide structured practice in conducting psychological research. Students perform simple studies assigned by the instructor. The final laboratory report should demonstrate competence in formulating and testing hypotheses, as well as in reporting the results and their interpretation in the format specified by the American Psychological Association.

Prerequisite: PSY 1. Must be taken concurrently with PSY 141.

PSY 142 - Industrial/Organizational Internship (3)

Applied work enhancing a student's ability to use the principles of psychology in an organizational setting. Course

includes weekly seminar oriented towards integrating experiences with theory.

Prerequisite: PSY 125

PSY 143 - Health Psychology Internship (3)

Applied work enhancing a student's ability to use the principles of psychology in a physical health-related setting. Course includes weekly seminar oriented towards integrating experiences with theory.

Prerequisite: PSY 125

PSY 144 - Psychology of Prejudice (3)

What are prejudice, discrimination, and stereotypes? Why do people dislike and fear people who are different from them, and what impact does it have? Are we all prejudiced, or are only some of us biased? Explore racism, sexism, ageism, homophobia, antisemitism, Islamophobia, and more. Learn how psychology explains prejudice in terms of both individual and group behavior, shared and unique sources, and cognitive and motivational causes. Look at ways for combating prejudice in individuals, groups, organizations, and society as a whole. This course is about theory and research; it is not an "encounter group" or "consciousness raising group." However, you will learn more about yourself and become more aware of the prejudice surrounding you.

Prerequisite: PSY 1

PSY 145 - Social Psychology (3)

Surveys the pervasive and invisible social forces acting upon individuals and the social aspects of human nature. Topics covered include the way we perceive others, the way others affect our perceptions of our selves and our own behavior persuasion, conformity, "mob" behavior, gender and ethnicity issues, attraction and aggression. This course carries credit equivalent to PSY 159; students can only get credit for either PSY 145 or PSY 159 - not both.

Prerequisite: PSY 1

PSY 148 - Industrial/Organizational Psychology (3)

Introduction to the psychological relationship between individuals and their work places particularly business settings. Focuses on the psychology of work and practical techniques in personnel selection, placement training, job appraisal, productivity enhancement, and assessment of consumer behavior.

PSY 150 - School Psychology Practicum (3)

Applied work enhancing a student's ability to use the principles of psychology in an educational setting. Course

includes weekly seminar oriented towards integrating experiences with theory.

Prerequisite: PSY 125

PSY 151 - Divorce and Remarriage (3)

Examination of the short and long-term consequences of divorce on family members focusing on exacerbating factors. Emphasis is on the role of psychologists and mediators in minimizing these effects.

Prerequisite: PSY 1

PSY 154 - Applied Psychology Practicum (3)

Applied work enhancing a student's ability to use the principles of applied psychology in a real world setting. Course includes regular seminar oriented towards integrating experiences with theory.

Prerequisite: PSY 103 and PSY 125

PSY 155 - Psychological Testing (3)

Introduction to the field of psychological testing, including an examination of history theory, and construction of tests as well as a survey of principal individual and group tests of intelligence, personality, interest, and ability currently used in clinical and research settings. Special attention will be placed on the development of skills for evaluating the reliability, validity, and ethics of psychological tests and their applications.

Prerequisite: PSY 40

PSY 156 - Personality and Adjustment (3)

This course will examine the major theories of personality (e.g., Psychoanalytic, Behavioral Humanistic, Cognitive), addressing the development, structure, and dynamics of personality. Survey of these theories highlights the origin of normal and pathological personality development. Students will be able to explore their own personality development, learn how different personalities work well together or conflict, explore healthy and unhealthy adjustment options, and work toward tolerance for personality differences. This course carries credit equivalent to PSY 132; students can only get credit for either PSY 132 or PSY 156 to count towards the psychology major – not both.

Prerequisite: PSY 1

PSY 157 - Brain and Behavior (3)

Critical survey of the structure and function of the nervous system. Topics include the neural control of sensory systems, hormonal systems motor systems, learning, memory, emotions, and sleep. Particular emphasis is placed on how we

can apply this knowledge to the real world (e.g. teaching and learning, mental health).

Prerequisite: PSY 1

PSY 158 - Educational Psychology (3)

This course examines how developmental biological and cultural factors influence the ability and motivation to learn. Assignments and class discussions address the role of teachers, parents, and other adults in facilitating children's development in school contexts. Emphasis is placed on the interaction between cognitive performance and the total sociocultural environment in which the child and adolescent lives.

Prerequisite: PSY 1 and either PSY 12, PSY 13, PSY 15 or PSY 102

PSY 159 - Social Psychology & Society (3)

Surveys the pervasive and invisible social forces acting upon individuals and the social aspects of human nature. Topics covered include the way we perceive others, the way others affect our perceptions of ourselves and our own behavior, persuasion, conformity, "mob" behavior, gender and ethnicity issues, attraction and aggression. Focuses on how social psychological theory is relevant for large scale problems in society. This course carries credit equivalent to PSY 145; students can only get credit for either PSY 145 or PSY 159 - not both.

Prerequisite: PSY 1

PSY 160 - Cognition and Perception (3)

Surveys our current understanding of how the human mind acquires information about the environment and how it manipulates that information in both verbal and non-verbal form. The course will begin with an examination of the perceptual phenomena that relate to cognition. The course will then examine the cognitive processes involved in selective attention, perception, memory storage and retrieval, representation of knowledge, language comprehension and production, thought and decision making. Stress is placed on understanding the relevance of cognitive research to practical problems in normal and clinical situations.

Prerequisite: PSY 1

PSY 161 - Cognitive Psychology (3)

Cognitive psychology covers concepts including how people perceive and attend to the environment, how people learn and remember, how they comprehend and produce language, and how they reason and make decisions. Students in this course will explore topics such as learning and memory processes, information-processing, selective attention,

perception, memory storage and retrieval, representation of knowledge, language comprehension and production, thought, and decision making. Throughout the course are emphases on developing an understanding of how cognitive psychologists study the human mind and on appreciating the wonder, complexity, and creativity of the human information processing system.

Prerequisite: PSY 1

PSY 162 - Applied Qualitative Research Methods (3)

Introduction to qualitative designs and methods such as ethnography, life histories, case study, grounded theory, action research, data collection and interpretation. Research ethics and human participant protection are covered.

PSY 163 - Communicating in a Diverse World (3)

This course will cover methods of effective communication with individuals and groups. This will include consideration of communication in helping roles, in leadership positions, and in basic professional and personal communication scenarios. Special attention will be given to the topic of understanding oneself as situated in a diverse world. How do our own intersectional identities (e.g., gender and gender identity, race and ethnicity, language, immigration status, socioeconomics, abilities and disabilities, etc.) impact the ways that we express ourselves and the ways that our expressions are received by others? How can we more effectively communicate with individuals from a range of diverse backgrounds while engaging in professional roles? A strengths-based approach will be used to foster self-awareness and to allow students to reflect on ways to build on existing strengths in communication and work styles.

PSY 165 - Medical Treatments of Mental Illness (3)

The course is designed to introduce students to the psychopharmacological treatment of mental disorders. The course will emphasize integrating counseling and the use of medications with different populations. Additionally, socio-political issues associated with psychotropic medications will be explored.

Prerequisite: PSY 168

PSY 167 - Special Topics in Psychology (1.0-3.0)

Seminar on any one of many topics in the field of Psychology. Format varies with topic and instructor(s).

PSY 167A - Psychological Methods Special Topics (1.0-3.0)

Seminar on a topic in the field of psychological research methods and/or statistics. Format varies with topic and instructor(s).

PSY 167B - Sociocultural Knowledge Base Special Topics (1.0-3.0)

Seminar on a topic in the sociocultural field of psychology. Format varies with topic and instructor(s).

PSY 167C - Cognitive Knowledge Base Special Topics (1.0-3.0)

Seminar on a topic in cognitive field of psychology. Format varies with topic and instructor(s).

PSY 167D - Developmental Knowledge Base Special Topics (1.0-3.0)

Seminar on a topic in developmental psychology. Format varies with topic and instructor(s).

PSY 167E - Biological Knowledge Base Special Topics (1.0-3.0)

Seminar on a topic in biological psychology. Format varies with topic and instructor(s).

PSY 167F - Mental/Physical Health Knowledge Base Special Topics (1.0-3.0)

Seminar on a topic in the mental and physical health fields of psychology. Format varies with topic and instructor(s).

PSY 168 - Abnormal Psychology (3)

Explores mental health concepts, principles of psychopathology, and related treatment techniques. Surveys the various forms of abnormal behavior covering their features, potential causes, and most effective treatments. Entails analysis of case studies using the Diagnostic and Statistical Manual (DSM) of the American Psychiatric Association.

Prerequisite: PSY 1

PSY 172 - Developmental Psychopathology (3)

Examination of childhood psychological disorders including disturbances in sleep, eating, toileting, speech, mood, and cognitive functions; drug use, conduct disorders, autism, and pervasive developmental disorders. Addresses issues in diagnosis and treatment.

Prerequisite: PSY 168 and either PSY 12, PSY 13, PSY 15 or PSY 102

PSY 173 - Introduction to Counseling (3)

This course is cross-listed with the graduate course PSY 227. This course provides students with an experiential laboratory to learn and practice listening and attending skills essential to the counseling process. A recovery oriented philosophy will be promoted as the students learn how to assess

psychological behaviors and disorders conceptualize problems, develop treatment goals and utilize therapeutic techniques in their work with individuals. Contextual factors including personal experiences, culture, socioeconomic status, ethnicity, disability, spirituality, gender and sexual orientation will be explored and students will have an opportunity to meet with various consumers and family members to understand their experience. Prerequisites: see policy on Undergraduate/Graduate Psychology Cross-Listed Courses.

PSY 174 - Lifespan Development (3)

This course is cross-listed with the graduate course PSY 202. Students are introduced to normal and abnormal development from conception through aging and death. They will develop an understanding of situational and environmental factors that affect both normal and abnormal behavior utilizing a variety of contrasting theoretical models which explore the biological, social, cognitive, socioeconomic and psychological implications of development. Students will then be able to apply these principles to the understanding and treatment of children, adults, seniors and families. Prerequisites: see policy on Undergraduate/Graduate Psychology Cross-Listed Courses.

Prerequisite: PSY 12 or PSY 13 or PSY 15

PSY 175 - Human Sexuality (3)

Survey of topics central to the study of sexuality. This course provides a strong foundation in physiology, sexual arousal and dysfunction, history of sexuality, and gender issues. Current topics, such as sexually transmitted diseases, prostitution and rape are explored. The course provides a perspective of human sexuality from historical, biological, psychological, cultural and sociological points of view.

PSY 176 - Psychopathology (3)

This course is cross-listed with the graduate course PSY 268. This course provides students with an integrative overview of the etiology, classification and prognosis of all mental disorders using the Diagnostic and Statistical Manual of the American Psychiatric Association (DSM-V). Diagnostic criteria, treatment modalities and placement criteria are reviewed for the different disorders, as well as the impact of culture, diversity and economics has on the diagnostic process. Prerequisites: see policy on Undergraduate/Graduate Psychology Cross-Listed Courses.

Prerequisite: PSY 168

PSY 177 - Applying Research to Practice (3)

This course is cross-listed with the graduate course PSY 200. This course reviews the theoretical and practical understanding of research methods and evidence based

practice in the counseling setting. This course will provide students instruction in critically evaluating research in clinical practice, accounting for diverse individual and contextual factors. In addition students will learn about the importance of utilizing and evaluating evidence based practice in the clinical setting. Prerequisites: see policy on Undergraduate/Graduate Psychology Cross-Listed Courses.

Prerequisite: PSY 106

PSY 178 - Psychology and Film (3)

Exploration of psychological theories and research through the use of modern film. The course will explore current topics in specialized areas of psychology (e.g., abnormal, social). Film will be used to depict human interactions and provoke thought and analysis of theory and research.

PSY 182 - History and Systems of Psychology (3)

The course illuminates the history of psychological ideas, as well as the lives and cultural contexts of prominent theorists. Emphasizes the historical development of ideas leading to modern psychology.

PSY 185 - Psychology of Law (3)

Overview of the intersection of the disciplines of psychology and law. Introduces the philosophical foundation of both fields, the legal system of the United States, clinical issues and the law (e.g. psychological assessment, determination of competency, involuntary commitment, family law and criminal behavior) and psychological research on the legal system (e.g., juror decision making jury dynamics, judicial bias, eyewitness testimony and police procedure).

Prerequisite: PSY 1

PSY 186 - Violence Against Women (3)

Survey of the research literature pertaining to sexual assault, partner violence, and sexual harassment. Students will examine psychological theories concerning causes and prevention of violence against women, as well as the experiences of women as victims of these forms of violence.

PSY 187 - Careers in Psychology (3)

Explores options available to students interested in careers in psychology. Job options available at different degree levels (e.g., B.A., Masters Ph.D.) are highlighted, as appropriate preparation plans for particular careers are developed by students. Panel discussions by professionals in the field of psychology allow students to gain knowledge about the diversity of available career paths. Fieldwork in a site of the student's choice is required.

PSY 188 - Crisis Intervention (3)

Survey of crisis intervention theories assessment, treatment and research. Includes legal and ethical issues, suicide, degrees of danger victims of abuse, grief reactions and the family in crisis. Clinical case presentation will be used for illustration.

PSY 190 - Workshop (1.0-3.0)

The Workshop Class allows students to prepare for post-baccalaureate life. Course-based Student Learning Outcomes:

1. Students will create actionable plans for their post-baccalaureate life.
 2. Students will reflect on and demonstrate their cumulative body of knowledge learned at MSMU.
- Institutional Learning Outcome: #2-Critical Thinking.
May be repeated for credit.

PSY 192 - Practicum (3)

Applied work enhancing a student's ability to use the principles of psychology in a real world setting. Course includes weekly seminar oriented towards integrating experiences with theory. The practicum site will be related to the student's specialization in the major. May be repeated for a total of 6 units. Note: Only 3 units may count toward the major.

PSY 193 - Research Apprenticeship (0.0-3.0)

Students apply their knowledge of psychology through research under the guidance of a faculty member. This course provides students the opportunity to contribute to research, learn specific research skills, and reflect on aspects of the research process. While receiving training and supervision, the student will work with a faculty member on the development, implementation, and/or analyses of a psychological research project. Students will attend regular meetings with their faculty sponsor and complete a research paper or assignment. May be repeated for a total of 12 units. Note: Only 3 units may count toward the major.

Prerequisite: Consent of instructor. Recommended: PSY 40, PSY 106, PSY 106L.

PSY 194 - Advanced Research Apprenticeship (0.0-3.0)

With the guidance of a faculty mentor, this course provides self-initiating students the opportunity to design and conduct their own independent research. Students work closely with a faculty sponsor through the various phases of research (e.g., developing a question, selecting a research design, collecting and analyzing data and reporting the results). At the end of the semester, students must submit a final version of their research project to their faculty sponsor. May be repeated for

a total of 12 units. Note only 3 units may count toward the major.

Prerequisite: PSY 193 and consent of instructor.

PSY 195 - Capstone (3)

PSY 196H - Senior Honors Thesis (3)

Advanced study on a special topic chosen by the student.

Prerequisite: PSY 40, PSY 106 & PSY 106L and Honors Student status.

PSY 197 - Play=Learning: Child Development in Community (3)

This course will introduce students to the ways children across cultures and communities learn and develop through play. With emphasis on learning in contexts outside of the classroom (e.g. at home or in the community), students will learn about how children learn through play, including types of play and factors that facilitate or prevent playful learning (e.g. the role of parents and adults). In addition, students in this course will learn art techniques and about how to design products and spaces for play and learning. This course includes a community-based service project where students will apply art and psychology course concepts to identify, research, build, and evaluate a product (exhibit, research toy, etc.) that children and families will interact with in the local community. Carries an Art lab fee. GE 6 unlinked.

PSY 198A - The Magic of Play=Designing Playful Learning Environments I (3)

This course will introduce students to the ways children across cultures and communities learn and develop through play. With emphasis on learning in contexts outside of the classroom (e.g. at home or in the community), students will learn about how young children learn through play, including types of play and factors that facilitate or prevent playful learning (e.g. the role of parents and adults). In addition, students in this course will learn art techniques and about how to design products and spaces for play and learning. In this first of two-part series on Play and Learning, students will go into a community organization serving children, conduct a needs assessment, and apply art and psychology course concepts to identify, research, and propose a product (exhibit, research toy, etc.) that fulfills an existing need for those children and families. Carries an Art lab fee. GE 6A when linked with ART 198B/PSY 198B.

PSY 198B - The Magic of Play=Designing Playful Learning Environments II (3)

This course will continue in students learning the ways children across cultures and communities learn and develop through play. With emphasis on learning in contexts outside

of the classroom (e.g. at home or in the community), students will expand their understanding of how play leads to learning and about the value of play, including greater depth or expansion on the types of play and factors that facilitate or prevent playful learning (e.g. the role of parents and adults), as well as about play across contexts or groups. Students in this course will practice art techniques and apply knowledge of how to design products and spaces for play and learning. In this second of two-part series on Play and Learning, students will apply feedback from their design proposal, construct and prototype/test a product (exhibit, research toy, etc.) that fulfills an existing need for those children and families and apply evaluation skills to identify the successes and areas for improvement in their design and final product. Carries an Art lab fee. GE 6B when linked with ART 198A/PSY 198A.

PSY 199 - Independent Study (1.0-3.0)

Independent exploration of a topic in psychology supervised by department faculty member. Independent study contract required. May be repeated for a total of 6 units.

Prerequisite: PSY 1 and consent of instructor.

PSY 200 - Applying Research to Practice (3)

This course reviews the theoretical and practical understanding of research methods and evidence based practice in the counseling setting. This course will provide students instruction in critically evaluating research in clinical practice, accounting for diverse individual and contextual factors. In addition students will learn about the importance of utilizing and evaluating evidence based practice in the clinical setting.

PSY 202 - Lifespan Development (3)

Students are introduced to normal and abnormal development from conception through aging and death. They will develop an understanding of situational and environmental factors that affect both normal and abnormal behavior utilizing a variety of contrasting theoretical models which explore the biological, social, cognitive socioeconomic and psychological implications of development. Students will then be able to apply these principles to the understanding and treatment of children, adults, seniors and families.

PSY 203 - Multicultural Counseling (3)

This course provides a systematic study of the cross-cultural issues, values, behaviors and economic factors that influence clients as they seek counseling. Students will be provided with the theories and research in counseling clients from diverse populations. Additionally, students will understand how their own cultural values and biases influence the therapeutic process by exploring practical applications and

through experiential training. This will include implications of their own intersectional identities with a focus on topics of privilege, oppression, and identity development.

PSY 222 - Transformational Leadership (3)

An exploration of the ways to identify needed change, as well as create a vision to guide this change through both inspiration and reason. Elements considered will include: how to identify and maximize one's personal strengths, how to enhance motivation for self and others, how to connect personal identity to social justice causes and help others to make the same connection, how to recognize and value strengths in others. Additional topics to be explored include: how to identify formal and informal mentors, serving as a mentor to others, conflict resolution and mediation, navigating difficult conversations, presentation and written skills for the professional workplace. Discussions will be specific to settings of professional counseling, advising, social service and other non-profit settings.

PSY 223 - Diverse Populations (3)

This course will allow students to explore research findings and intervention strategies for a diverse range of populations. (Examples may include but are not limited to: first-generation college students, immigrants, veterans, foster youth, communities of color, LGBTQ, individuals with developmental disabilities, etc.) Students will be allowed some direction in course content to ensure that populations of interest are explored. Students will also have the opportunity to apply readings to settings/roles in which they plan to work (e.g., community colleges and other higher education settings, preK-12 education, non-profits, behavioral intervention, case management, etc.). The needs, experiences and outcomes of specific populations will be viewed through an equity lens, prompting questions of institutional and individual accountability to effect change.

PSY 225 - Counseling Theories (3)

Students will learn a variety of contrasting psychological theories, principles and methods related to the counseling process in a multicultural society. They will explore the historical development and underlying assumptions of each theory. Students will consider potential strengths and weaknesses of each theory for different presenting concerns and goals. They will become familiar with implications of each theory for use with individual clients, as well as prepare to consider implications for couples, families, groups.

PSY 227 - Introduction to Counseling (3)

This course provides students with an experiential laboratory to learn and practice listening and attending skills essential to the counseling process. A recovery oriented philosophy will be promoted as the students learn how to assess

psychological behaviors and disorders conceptualize problems, develop treatment goals and utilize therapeutic techniques in their work with individuals. Contextual factors including personal experiences, culture, socioeconomic status, ethnicity, disability, spirituality gender and sexual orientation will be explored and students will have an opportunity to meet with various consumers and family members to understand their experience.

PSY 230 - Assessment (3)

Students will be trained in the assessment process of individuals, couples and families by understanding the theory, administration and interpretation of clinical assessment techniques and instruments. Norm-referenced and criterion-referenced assessment, statistical concepts social and cultural factors related to assessment and evaluation are explored. Students will learn to utilize assessments in clinical evaluations of people throughout the lifespan and make appropriate referrals when necessary.

Prerequisite: PSY 268 (may be taken concurrently)

PSY 231 - Organizational Dynamics (2)

Examines the inter-relationships between management and communication theories. The systems within an organization are emphasized in terms of intra-personal, interpersonal, small group and organizational communication theories. This course will help students develop an understanding of behavior in organizations. This understanding will enable the student to predict and influence organizational events.

PSY 234 - Career Counseling (3)

Students are provided with an introduction to the major career counseling theories, decision-making models and understanding of the interrelationships among and between work, family and other life roles. Students will conceptualize a career counseling case, by assessing the individual's career interests and goals, developing intervention techniques and identifying vocational counseling resources. Practical applications and experiential training will be included in this course of study. Additional course fee.

PSY 235 - Group Counseling (3)

A systematic examination and critical analysis of group process and dynamics is the focus of this course. Students will learn how to assess and treat individuals in a group setting, and understand how all aspects of diversity impacts the group process. Practical applications and experiential training will be included during this course of study.

Prerequisite: PSY 225

PSY 236 - Family Counseling (3)

This course examines different theoretical approaches to the treatment of families. Students will evaluate the empirical data that supports and refutes these theories and learn when and how to assess, plan and provide family counseling in a clinical setting. They will also process their experiences in their own families and understand the impact their practice. Students have an opportunity to meet with various consumers and family members to better understand their experience of mental illness, treatment and recovery.

Prerequisite: PSY 225, PSY 268

PSY 239 - Addiction Counseling (3)

This course will explore the etiology identification, evaluation, effect, treatment and prevention of psychoactive drug abuse. Students will be able to differentiate between use, abuse dependence and addiction of alcohol and chemical substances. They will examine the myths stereotypes and contextual factors which contribute to the use and abuse of substances patterns of abuse, family dynamics, client education and community resources when working with individuals with substance use or co-occurring disorders.

PSY 241 - Couples Counseling (3)

This course provides a systematic evaluation and critical analysis of different theoretical approaches to working with couples. Students will learn to assess, provide treatment and promote healthy functioning of premarital, marital and non-marital couples and understand the impact of abuse, divorce, sexual dysfunction, mental illness and diversity has on the couple and their treatment. Students will explore their own experiences and biases and participate in experiential components including role play, case studies and/or video observations.

Prerequisite: PSY 225

PSY 254 - Crisis and Trauma (3)

This course reviews the psychological, biological and social origins of violence and how crises violent events and natural disasters impact the individual and their family. Students will learn to utilize crisis intervention techniques identify when and how to triage and understand how the individual's background impacts their response to crisis and trauma. Students will also learn about the ethical and legal implication of crisis work including assessing and reporting abuse suicidality and homocidality.

Prerequisite: PSY 230, PSY 268

PSY 263 - Law and Ethics in Counseling (3)

This course reviews the current legal and ethical standards related to the provision of counseling services in California. Content will include but not be limited to ethical and statutory regulatory and decisional laws that delineates the scope of practice, documentation of services psychotherapist-client privilege confidentiality client dangerousness to self or others, and treatment of minors with and without parental consent. Professional behavior, licensing practices and the differences in legal and ethical stands for different type of work settings will also be explored.

PSY 265 - Psychopharmacology (3)

This course will introduce students to the biological, psychological and neurological aspects of psychopharmacological treatment of all mental disorders. Students will understand their role in working as a member of a treatment team, the impact of culture and ethnicity to pharmacological treatment and the mode of action, side effects and dosage ranges of various drugs. Recovery oriented practices will be explored as it pertains to treatment with medications.

Prerequisite: PSY 268

PSY 267 - Special Topics (3)

Seminar on any one of many topics in the field of psychology. Format varies with topic and instructor(s).

PSY 268 - Psychopathology (3)

This course provides students with an integrative overview of the etiology, classification and prognosis of all mental disorders using the Diagnostic and Statistical Manual of the American Psychiatric Association (DSM-V). Diagnostic criteria, treatment modalities and placement criteria are reviewed for the different disorders, as well as the impact of culture, diversity and economics has on the diagnostic process.

PSY 269A - Counseling Practicum (3)

Taken concurrently with the student's fieldwork placement, this course guides the student in applying counseling principles and recovery oriented care to a variety of clinical settings. All fieldwork sites must be approved by the department prior to the beginning of this practicum class. Students will provide 80 hours of face to face counseling (individual, couples, family or group counseling) during the semester and 250 hours over the course of the practicum year. All MSMU and BBS paperwork during the semester will be maintained throughout the term. While enrolled in PSY 269A, PSY 269B and PSY 269C the student will

participate in personal psychotherapy at least every other week for a total of 25 hours.

Prerequisite: PSY 225, PSY 263, PSY 268

PSY 269B - Advanced Counseling Practicum (3)

This course, taken concurrent with the second semester of the student's fieldwork placement, continues to guide the student in relating counseling principles and recovery oriented care to a variety of clinical settings. Advanced counseling skills and practice will be introduced during the students 90 hours of face-to-face counseling (individual, couples, family or group counseling or client advocacy) and MSMU and BBS paperwork will be maintained. While enrolled in PSY 269B students will continue their every other week psychotherapy (totally 25 hours for the practicum year) and complete the clinical capstone requirements.

Prerequisite: PSY 269A

PSY 269C - Professional Practices (3)

Taken concurrent with the third semester of fieldwork, students will continue to develop their counseling skills in individual, couples/family and group therapy and client advocacy. Students will also prepare for their future role as an MFT intern by developing their professional identity (creating their resume, practicing interview skills, applying for intern number) and exploring post-graduation professional development and learning opportunities.

Prerequisite: PSY 269B

PSY 269X - Field Experiences in Counseling (1)

This course is designed for students who need to complete their required hours of fieldwork. The instructor and department must approve the clinical training site. This class may be taken up to three times for one-unit credit each time.

PSY 274 - Child and Adolescent Counseling (3)

This course examines the theory and process of working with children and adolescents in counseling. Students' learn how to assess children and adolescents with all types of psychological disorders, conceptualize problems, develop treatment plans, utilize therapeutic techniques and explore issues of abuse. Contextual factors (e.g. child abuse, culture including socioeconomic, ethnicity, sexual orientation race, disability, spirituality) that impact the counseling process and how students' personal experiences impact their training and practice as a professional child and adolescent counselor will be explored.

Prerequisite: PSY 225, PSY 268

PSY 276 - Ethics across Counseling Professions (3)

This course will provide a survey of ethical and legal considerations across a broad range of helping professions. These may include, but are not limited to: community colleges and other higher education settings, preK-12 education settings, behavioral intervention agencies, social service agencies, and other non-profits. Course members will identify broad, over-arching ethical guidelines that may apply across helping professions. Members will also have the opportunity to identify the specific legal and ethical guidelines within their identified field of interests. Case examples will serve to illuminate the dilemmas that take place within and across settings.

PSY 281 - Community Mental Health (3)

This course provides students with an overview of the systems of care for severe and non-severe mental disorders including counseling, recovery oriented care and client advocacy. Students will learn their role as a member of a treatment team and how to utilize public, private, and community services/resources given contextual factors that impact the process of community based treatment (e.g. child abuse, domestic violence, culture including socioeconomic, ethnicity, sexual orientation, race, disability, and spirituality).

Prerequisite: PSY 268

PSY 285 - Practitioner Research Design & Analysis (3)

Students in this course will learn basic research design methods for addressing problems of practice. This will begin with the development of a research question and the identification of research design strategies that align with questions. Students will learn basic qualitative and quantitative strategies for data collection and analysis. Additionally, they will consider how to employ these strategies in meeting the needs that arise within settings of practice, such as assessment of programs, justifying resources, and informing ongoing interventions.

PSY 286 - Research for Social Change (3)

This course will allow students to engage in data collection and analysis in partnership with a local non-profit agency in order to address problems of practice. The course will begin with an orientation to the local partner agency and the problems or questions that agency members want to address. Next, the students and instructor will identify existing skill sets in the class (e.g., basic data collection and analysis skills) that may be employed in addressing these needs. A final "deliverable" (e.g., a report to agency administration, assistance in writing a grant or other resource justification, development of training materials) will be developed by class members based on the data collected.

PSY 290 - Workshop (1.0-3.0)

Experiential class focusing on particular area of interest. May be repeated for credit.

PSY 291 - GCP Capstone Exam (0)

Comprehensive written examination based on the student's completed coursework. The Written Examination is completed during the last semester of the student's coursework. Students may take the Written Examination a maximum of two times. The Examination must be successfully completed before the end of the semester the student intends to graduate.

PSY 295 - Master's Thesis (3)

Culminating project to be developed under guidance of instructor. Final work will include literature review on a topic of choice, as well as a research component built on previous work, and *may* (at the discretion of the student and under guidance of the instructor) include additional creative or programmatic pieces informed by the research and literature review.

PSY 296 - Master's Thesis Project (3)

Semester-long culminating project developed under guidance of instructor. Final work will include academic literature review on a topic of choice. This will be accompanied by an original research component, a creative project, *or* the creation of a literature-informed intervention program for a workplace setting.

PSY 298 - MFT Capstone Exam (0)

Students will complete a written and oral analysis of a case provided by the department. The paper and presentation will integrate the content areas of the MFT program and the BBS clinical case vignette guidelines. If the student is unsuccessful in passing the capstone exam it may be repeated only one time and must be completed within one semester of the original exam.

Prerequisite: Concurrent with PSY 269B

PSY 299 - Independent Study (0.0-3.0)

Independent exploration of a topic in graduate psychology supervised by department faculty member. Prerequisites: consent of instructor. May be repeated for a total of 6 units.

PSY 400 - History and Systems (3)

This course focuses on the history and systems of psychology, including philosophical foundations, cultural contexts, key movements and prominent theorists that influenced the field and the formal founding of the discipline of psychology. The course will also explore classical and

emerging theoretical orientations, applying this knowledge to the profession of clinical psychology.

PSY 401 - Statistics (3)

This course focuses on statistics within the psychological sciences, including descriptive and inferential statistics, univariate and multivariate analytic strategies, hypothesis testing, power, effect sizes, and estimation, applying this understanding to the profession of clinical psychology. This course will also introduce students to writing in APA Style.

PSY 402 - Research Design & Quantitative Methods (3)

This course will review research designs in psychological research with a focus on quantitative methodology. Research question development, hypothesis testing, and quantitative analyses will be covered as will experimental, quasi-experimental, and correlational designs. Students will practice applying statistics to answer questions of psychological practice and understanding. Quantitative APA-style writing will be reviewed and advanced. Research literacy, particularly focusing on evidence-based practice in health service psychology, will be emphasized.

Prerequisite: PSY 401

PSY 403 - Research Methods: Qualitative (3)

This course will review research designs in psychological research with a focus on using qualitative methodology. Students will learn how to develop research questions, test hypotheses, and conduct qualitative analyses. Students will review and practice qualitative APA-style writing. This course will emphasize research literacy particularly focusing on evidence-based practice in the field of health service psychology.

Prerequisite: PSY 401 and PSY 402

PSY 404 - Psychometrics (2)

This course provides a survey of basic measurement theory as applied to clinical assessment in psychological practice. Students will explore the theory and practice of applied psychometrics, i.e. critiquing, developing, and scaling instruments used in clinical psychology. Validity theory emphasizing application to diverse populations will be examined. Continued competency in research literacy focusing on measurement in quantitative psychological research will also be explored.

PSY 405 - Professional Ethical and Legal Standards (3)

This course focuses on the APA Ethical Principles and Code of Conduct, California law for mental health professionals, and federal law (e.g., HIPAA), applying this understanding to the profession of health service psychology. Content will

include but not be limited to ethical and statutory regulatory and decisional laws that delineates the scope of practice, documentation of services, psychotherapist-client privilege, confidentiality, client dangerousness to self or others, and treatment of minors with and without parental consent. Professional behavior, licensing practices and the differences in legal and ethical standards for different types of work settings will also be explored.

PSY 406 - Diverse Populations (3)

This course focuses on individual and cultural diversity, including the dimensions of culture, race, ethnicity, age, gender identity, sexual orientation, religion, language, socioeconomic status, disability, and national origin. Students will understand how their own cultural values and biases influence their understanding of others by exploring practical applications and through experiential training.

PSY 407 - Multicultural Interventions (3)

This course provides students with a systematic study of the cross-cultural issues, values behaviors and economic factors that inform and influence the delivery of professional psychological services. Students will be provided with the theories, research and interventions in working with clients from diverse populations. Students will understand how their own cultural values and biases influence the therapeutic process by exploring practical applications and through experiential training.

Prerequisite: PSY 406

PSY 408 - Professional Values, Attitudes & Behaviors (1)

This course focuses on the profession-wide competency of professional values, attitudes and behaviors of health service psychology, such as engaging in self-reflection and activities to maintain and improve performance, well-being and professional effectiveness, actively seeking and demonstrating openness and responsiveness to feedback and supervision, and responding professionally in increasingly complex situations.

PSY 409 - Communication & Interpersonal Skills (1)

This course focuses on the profession-wide competency of communication and interpersonal skills of health service psychology, such as developing effective relationships with a wide range of individuals, the production and comprehension of oral, nonverbal and written communications, as well as demonstration of effective interpersonal skills.

PSY 410 - Introduction to Clinical Assessment (3)

This course is an introduction to the clinical assessment of individuals, couples, and families. Students will learn how to

conduct clinical interviews, administer screening measures, and write up clinical reports using raw data.

PSY 411 - Cognitive & Academic Assessment (3)

This course will focus on cognitive and academic testing using the Wechsler and Woodcock-Johnson scales. Students will learn how to integrate raw test data into assessment reports with recommendations for their practice cases. Emphasis will be placed on cultural considerations when administering, scoring, and interpreting test data. Students will be assigned measures to complete and explore test results in class. The importance of the presenting problem, behavioral observations (including the Mental Status Exam), background information, reliability and validity of tests administered and diagnostic impressions will be viewed through a cultural lens to determine treatment considerations in report writing.

PSY 412 - Clinical Psychopathology (3)

This course focuses on child and adult psychopathology, including the prevalence, etiology, maintenance, and treatment of DSM-5 diagnoses in clinical psychology. Students will learn the DSM-5 and have an introduction to the ICD and noncategorical classification. Students will explore the clinical manifestations of the serious mental illnesses, including the schizophrenic- spectrum disorders, dissociative disorders, bipolar disorders, mood disorders, eating and feeding disorders, gender dysphoria, and paraphilic disorders. This course also examines the Cluster A personality disorders (e.g., paranoid, schizotypal, and schizoid) and Cluster B personality disorders (e.g., narcissistic, antisocial, borderline, and histrionic).

PSY 413 - Personality Assessment (3)

This course focuses on assessment using valid personality testing instruments including (but is not limited to): PAI, MMPI-2/MMPI-2-RF/MMPI-A, and MCMI-IV/MACI. Projective testing will include (but is not limited to): Rorschach (using the R-PAS system), House-Tree-Person, TAT/Roberts-2/TEMAS, and Incomplete Sentence Series. Students will learn about reliability and validity of tests based on cultural bias. Assessment, scoring, and interpretation through a cultural lens will be explored. Students will learn to integrate findings from the presenting problem, behavioral observations (including mental status exam), background information, and data from assessments in their report writing to provide a diagnostic impression to inform treatment planning.

Prerequisite: PSY 410

PSY 420 - Developmental Aspects of Behavior (3)

This course will help students to understand and utilize lifespan development in their clinical work. Students will focus on the important developmental issues and milestones of each developmental stage and explore important clinical considerations in working with various populations using a lifespan perspective. Important emphasis will be placed on how culture, environment, social stress, low educational attainment, inadequate housing, poverty, abuse, neglect, and social contexts all affect development. Aging and long-term care will be explored considering biological, psychological and social aspects. Processes of change and adaptation combined with models of psychological development will be included in this course. Students will learn clinical applications and interventions that are specific to developmental stages and include culture sensitivity through case examples, in-class activities and group discussion. *This course material fulfills the BOP 10-hour requirement for Long-Term Care and Aging.*

PSY 421 - Cognitive Aspects of Behavior (3)

This course focuses on a review of current research and theory in cognitive science. Areas such as memory, attention, perception, problem solving, language, and decision making are considered. This understanding of cognitive psychology is applied to the profession of health service psychology.

PSY 422 - Biological Aspects of Behavior (3)

This course focuses on the biological bases of human behavior, exploring the structure and functioning of the brain, neurochemistry, hormones, genetic influences, and biological contributing factors to personality and psychopathology. This understanding of biology is applied to the profession of health service psychology.

PSY 423 - Social Aspects of Behavior (3)

This course focuses on the social forces acting upon individuals and the social aspects of human nature, including social perception, attitudes, biases, persuasion, conformity, group processes, and discrimination, applying this understanding to the profession of health service psychology.

PSY 424 - Affective Aspects of Behavior (2)

This course focuses on theoretical and empirical models of emotion, affect, and mood, including the various roles that emotional states play in human behavior, applying this understanding to the profession of health service psychology.

PSY 425 - Clinical Supervision (1)

This course focuses on the profession-wide competency of supervision as it relates to health service psychology,

specifically to describe and demonstrate supervision models and supervision practices.

PSY 426 - Consultation & Inter-Professional/Interdisciplinary Skills (1)

This course focuses on the profession-wide competency of Consultation and Inter-professional/Interdisciplinary Skills of health service psychology, such as demonstrating knowledge and respect for the roles and perspectives of other professions, as well as knowledge of consultation models and practices.

PSY 430 - Crisis Assessment & Intervention (2)

This course reviews the psychological, biological and social origins of violence and how crises, violent events and natural disasters impact psychological functioning. Students will learn to utilize crisis intervention techniques, identify when and how to triage, and understand how the individual's background impacts their response to crisis and trauma. Students will also learn about the assessment, intervention and reporting of abuse, suicidality and homicidality. *This course material fulfills the BOP 6-hour requirement for Suicide Risk Assessment and Intervention.*

PSY 431 - Psychodynamic Theories & Interventions (3)

This course focuses on psychodynamic approaches in clinical psychology, including theoretical foundations, intervention strategies, and the evaluation of treatment progress. Classical psychoanalysis, psychodynamic therapy, object relations, self-psychology, and intersubjectivity are covered, as well as newer developments in the field. Experiential training is used via mock therapy sessions to help students develop psychodynamic intervention skills.

PSY 432 - Cognitive Behavioral Theories & Interventions (3)

This course focuses on major cognitive-behavioral therapies and their theoretical foundations. There is an emphasis on developing skills in cognitive-behavioral assessment and treatment, with special attention to case conceptualization and treatment planning. Experiential training is used via mock therapy sessions to help students develop intervention skills with families and couples.

Prerequisite: PSY 421

PSY 433 - Contemporary/Post-Modern Theories & Interventions (3)

This course focuses on contemporary/post-modern approaches to treatment in clinical psychology, including theoretical foundations, intervention strategies, and the evaluation of treatment progress. Feminist, narrative and solution-focused theories are covered, as well as newer

developments in the field. Experiential training is used via mock therapy sessions to help students develop their intervention skills.

PSY 434 - Child & Adolescent Interventions (3)

This course includes theoretical and empirical models of child and adolescent therapy, including (but is not limited to) psychodynamic, systemic, cognitive-behavioral, and postmodern approaches. Students will learn to identify signs of neglect and abuse, assessment and treatment of child abuse, and the legal and ethical issues around being a mandated reporter. Evaluation of treatment progress and experiential training will be explored. *This course material fulfills the BOP 7-hour requirement for Child Abuse Assessment Training.*

Prerequisite: PSY 420

PSY 435 - Relationship/Family Interventions (3)

This course focuses on theoretical and empirical models of family and couples therapy, including (but not limited to) cognitive-behavioral, psychodynamic, systemic, postmodern, and other interventions. Special issues (such as spousal/partner abuse) are covered, as well as evaluation strategies for monitoring treatment progress. Experiential training is used via mock therapy sessions to help students develop intervention skills with families and couples. *This course material fulfills the BOP 2-hour requirement for Spousal or Partner Abuse Assessment and Intervention.*

PSY 436 - Group Interventions (3)

This course focuses on theoretical and evidence-based models of group therapy, including Yalom, cognitive-behavioral, psychodynamic, and other group-focused theoretical orientations. Students review strategies to evaluate treatment progress, as well as consideration for different populations. Experiential training is used via mock therapy sessions to help students develop intervention skills for groups.

PSY 437 - Addiction Interventions (2)

This course focuses on addictive behaviors, including the etiology, assessment, and treatment of alcohol and substance use disorders, as well as risk prevention and factors and dual diagnoses, applying this understanding to the profession of health service psychology. Non-substance addictive behaviors will also be explored, such as eating, shopping, and gambling disorders, as well as sexual addiction. In this course, biological and social aspects of addictive behavior are integrated so that students obtain an advanced knowledge in scientific psychology. Experiential training is used via mock therapy sessions to help students develop intervention skills for addictions. *This course material fulfills the BOP requirement for*

Training in Alcoholism/Chemical Dependency Detection and Treatment.

PSY 440 - Human Sexuality & Gender Diversity (3)

This course focuses on human sexuality and gender diversity, including sexual identity, gender identity, sexual behaviors and sexual disorders, applying this understanding to the profession of health service psychology. A biopsychosocial approach will be employed, with students exploring the biological, psychological, and social-cultural contributing factors to sexual health and dysfunction, as well as contemporary models of gender. *This course material fulfills the BOP requirement for Human Sexuality and Gender.*

PSY 441 - Clinical Psychopharmacology (3)

This course focuses on the biological, psychological and neurological aspects of psychopharmacological treatment for a range of DSM-5 disorders. Students will understand their role in working as a member of a treatment team, referral considerations, the impact of culture and ethnicity to pharmacological treatment and the mode of action, side effects and dosage ranges of various psychotropic medications.

PSY 442 - Community Mental Healthcare (2)

This course provides students with an overview of the systems of care for severe and non-severe mental disorders including counseling, recovery-oriented care and client advocacy. Students will learn their role as a member of a treatment team and how to utilize public, private, and community services/resources given contextual factors that impact the process of community-based treatment (e.g. child abuse, domestic violence, culture including socioeconomic, ethnicity, sexual orientation, race, disability, and spirituality).

PSY 450 - Social Justice Practicum (1)

Students will engage in a non-clinical Social Justice Practicum during the summer to learn program evaluation and “serve the dear neighbor without distinction.”

Prerequisite: PSY 405, PSY 410 and PSY 412

PSY 451A - Diagnostic Practicum I (2)

Course taken concurrently with first semester of diagnostic practicum. Students will have a 20-hour/week practicum providing diagnostic services for the first semester and this course will be conducted in a seminar-style format.

Prerequisite: PSY 411 and PSY 413

PSY 451B - Diagnostic Practicum II (2)

Course taken concurrently with second semester of diagnostic practicum. Students will have a 20-hour/week

practicum providing diagnostic services for the second semester and this course will be conducted in a seminar-style format.

Prerequisite: PSY 451A

PSY 451C - Diagnostic Practicum III (1)

Course taken concurrently with third semester of diagnostic practicum. Students will have a 20-hour/week practicum providing diagnostic services for the third semester and this course will be conducted in a seminar-style format.

Prerequisite: PSY 451B

PSY 452A - Clinical Practicum I (2)

Course taken concurrently with first semester of therapy practicum. Students will have a 20-hour/week practicum providing therapeutic services for the first semester and this course will be conducted in a seminar-style format.

Prerequisite: PSY 430, PSY 431 and PSY 432

PSY 452B - Clinical Practicum II (2)

Course taken concurrently with second semester of therapy practicum. Students will have a 20-hour/week practicum providing therapeutic services for the second semester and this course will be conducted in a seminar-style format.

Prerequisite: PSY 452A

PSY 452C - Clinical Practicum III (1)

Course taken concurrently with third semester of therapy practicum. Students will have a 20-hour/week practicum providing therapeutic services for the third semester and this course will be conducted in a seminar-style format.

Prerequisite: PSY 452B

PSY 453A - Advanced Practicum I (2)

Course taken concurrently with first semester of advanced diagnostic/therapy practicum. Students will have a 20-hour/week advanced practicum providing diagnostic or therapeutic services for the first semester and this course will be conducted in a seminar-style format.

Prerequisite: PSY 452C

PSY 453B - Advanced Practicum II (2)

Course taken concurrently with second semester of advanced diagnostic/therapy practicum. Students will have a 20-hour/week advanced practicum providing diagnostic or therapeutic services for the second semester and this course will be conducted in a seminar-style format.

Prerequisite: PSY 453A

PSY 453C - Advanced Practicum III (1)

Course taken concurrently with third semester of advanced diagnostic/therapy practicum. Students will have a 20-hour/week advanced practicum providing diagnostic or therapeutic services for the third semester and this course will be conducted in a seminar-style format.

Prerequisite: PSY 453B

PSY 460 - Proficiency Exam (0)

The goal of the Competency Exam (PSY 460) is to assess students' academic and clinical competencies across the first three years of the program. PSY 460 is administered in the summer of Year 3. Students must successfully pass PSY 460 in order to continue in the program. Credit/No Credit.

Prerequisite: PSY 405, PSY 420, PSY 421, PSY 422, PSY 423, PSY 451C and PSY 452B

PSY 461 - Dissertation Proposal I (1)

In this course, students explore one of several types of dissertation proposals (quantitative, qualitative, literature review, program development, or theoretical dissertation), working collaboratively with their professor to design and propose a dissertation topic. Credit/No Credit.

Prerequisite: PSY 402 and PSY 403

PSY 462 - Dissertation Proposal II (1)

In this course, each student will continue to develop a dissertation proposal, working collaboratively with their professor. Credit/No Credit.

Prerequisite: PSY 461

PSY 463 - Dissertation Proposal III (1)

In this course, each student will continue to develop and finalize a dissertation topic, working collaboratively with their professor. Credit/No Credit.

Prerequisite: PSY 462

PSY 471 - Dissertation I (2)

In this course, students will begin to perform one of several types of dissertations (quantitative, qualitative, literature review, program development, or theoretical dissertation), working collaboratively with their professor and classmates. Credit/No Credit.

Prerequisite: PSY 463

PSY 472 - Dissertation II (2)

In this course, each student continues to perform a dissertation, working collaboratively with their professor and classmates. Credit/No Credit.

Prerequisite: PSY 471

PSY 473 - Dissertation III (2)

In this course, students finalize and submit a dissertation, working collaboratively with their professor and classmates. Credit/No Credit.

Prerequisite: PSY 472

PSY 481 - Internship I (3)

Full-time doctoral internship.

Prerequisite: PSY 453C

PSY 482 - Internship II (3)

Full-time doctoral internship.

Prerequisite: PSY 481

PSY 483 - Internship III (3)

Full-time doctoral internship.

Prerequisite: PSY 482

PSY 499 - Emphasis Course (3)

This course will focus on special topics as relevant to a specific program emphasis. May be taken more than once.

PT - Physical Therapy

PT 401 - Gross Anatomy (6)

Integrated study of the gross, surface, and microscopic anatomy of the human body including the integumentary, nervous, musculoskeletal, circulatory, digestive, metabolic, respiratory, endocrine, and urogenital systems.

PT 402 - Biomechanics (3)

This course provides a survey of the basic biomechanics of the human musculoskeletal system, with particular emphasis on understanding the mechanics as applied to human movement and musculoskeletal tissue function. The course covers three broad content areas: (1) basic biomechanical principles, (2) tissue mechanics, and (3) specific applied kinesiology and biomechanics for the spine and each of the major upper extremity joints (lower extremity will be covered 2nd semester in PT 403 Applied Kinesiology). Basic biomechanical principles include kinematic and kinetic analyses and related mechanical variables. The study of tissue

mechanics reviews the structural and mechanical characteristics of musculoskeletal tissues (including bone, cartilage, tendon, ligament, and muscle), tissue adaptation to mechanical loading, basic mechanics of deformable materials, and mechanisms of musculoskeletal injury. Normal (ideal) movement will be emphasized and topics in abnormalities and physical dysfunction will be included on a limited basis.

PT 403 - Applied Kinesiology (3)

This course in applied kinesiology utilizes the principles of biomechanics and movement science to study human movements of the lower extremity. The clinically oriented approach taken in this course includes consideration of both functional and dysfunctional movements using a lifespan perspective. Topics include the applied kinesiology of human gait; and analysis of functional activities, including sit to stand, and transitional movements.

PT 404 - Applied Exercise Science (2)

This course includes the study of muscle, nerve, and cardio-respiratory physiology as they relate to exercise performance, whole body conditioning, deconditioning, nutrition, and the rehabilitation principles related to treatment planning and ex prescription for disorders involving the neuromuscular, cardiovascular, pulmonary, and endocrine systems.

PT 406 - Lifespan Development (2)

This course examines growth and development across the human lifespan. The best evidence from multiple scientific disciplines will be used to explore many aspects of human development.

PT 407 - Neuroscience (3)

This course is designed to give an in-depth introduction and overview to neuroanatomy, neurodevelopment, neurological function, neuropharmacology, and neurophysiology. This course provides a basis for understanding clinical manifestations seen in neurological disorders.

PT 410 - Pathology/Medical Science: General Systems (2)

This course introduces concepts of tissue- and system-specific pathology and disease commonly encountered in patients/clients who receive physical therapy. Course content focuses on the mechanisms, types and processes of tissue injury and repair in major physiologic systems excluding musculoskeletal, cardiopulmonary, and neurological systems, which will be addressed in later semesters. For a given pathology, students will explore the incidence, etiology, clinical manifestation, medical management, common surgical and diagnostic procedures with a correlation to the impact of these pathologies on physical therapy evaluation

and patient care management. The impact of multi-systems pathology will be explored.

PT 411A - Pathology/Medical Science: Musculoskeletal (2)

This course is focused on the study of regional, tissue specific and system specific pathology and disease commonly encountered in patients/clients who receive physical therapy in an orthopedic setting. Course content relative to the process of tissue injury and repair, and mechanisms of systemic pathology introduced in the General Systems Pathology course will be explored and expanded upon. In addition to etiology, cellular, tissue, structural, and systemic changes for each of the pathologies, the course will focus on clinical presentation and prognosis. The course will emphasize physical therapy intervention rationale and strategies for specific disorders/conditions/diseases that directly necessitate physical therapy intervention, as well as for pathologies that may be present in patients requiring physical therapy for related or unrelated conditions.

PT 411B - Pharmacology/Diagnostic Techniques: Musculoskeletal (1.5)

The first component of this course focuses on pharmacology as it impacts the practice of orthopedic physical therapy. Content will include an overview of the drug approval process, principles of pharmacology and specific pharmaceutical agents commonly used in the medical management of orthopedic patients. In addition, content will consider the impact of pharmaceutical agents, commonly prescribed for concurrent, non-orthopedic conditions, upon the physical therapy management of patients with orthopedic diagnoses. The second component of this course will serve as an introduction to a variety of diagnostic technologies commonly used in the diagnosis and medical management of patients with neuromusculoskeletal dysfunction. Diagnostic technologies discussed will include: radiography, CT, MRI, myelography, arthrography, bone scan, and densitometry.

PT 412 - Pathology/Pharmacology/Diagnostic Techniques: Neuromuscular (3)

The pathology component of this course focuses on the pathological processes that result in neurological injury and impairment. The anatomy and physiology of the nervous system will be used first to review normal function and then to illustrate the physiological basis for loss of function occurring with trauma or disease. Functional losses associated with central and peripheral nervous system pathology will include motor, sensory, affective and cognitive behavior. Processes that contribute to nervous system pathology such as trauma, genetics and external and internal environments will be presented in relation to etiology, prognosis and therapeutic interventions. The pathology

presented will include congenital, neurodegenerative, and traumatic conditions that affect the neuromuscular system.

The pharmacologic component of this course will focus on the use of pharmacology, particularly as it impacts the practice of neurologic physical therapy. Content will focus on specific pharmacological agents used in the medical management of neurological patient problems encountered by physical therapists. Pharmacological agents presented will include those used to treat neuromuscular as well as affective and cognitive impairments experienced by neurological patients. These treatments will be learned in relation to the primary and secondary pathologies that arise from nervous system pathology and their relationship to impairment and recovery, where applicable.

The third component of this course will focus on diagnostic technologies commonly used in the diagnosis and medical management of patients with nervous system pathology and dysfunction. Diagnostic technologies discussed will include CT, PET, MRI, EEG, EMG and NCV.

PT 413 - Pathology/Pharmacology/Diagnostic Technique: Cardiopulmonary (3)

A study of the pathologies affecting the cardiopulmonary system, and how these pathologies are diagnosed, including clinical manifestations and technologies. The significance of the diagnostic test results in the diagnosis and prognosis of cardiovascular and pulmonary disorders will be presented. The student is introduced to the pharmacological management of these disorders, as well as the indications, contraindications, potential drug interactions and exercise implications that the physical therapist should be aware of in the management of these patients.

PT 415 - Specialty Practices in Physical Therapy (0.5-2.0)

This course consists of lecture and laboratory components and is designed to prepare students to safely, legally, ethically, and appropriately evaluate and treat patients in niche practices in physical therapy. This may include treatment of the integumentary system/wound care, women's health and the management of patients with chronic pain. Note: this course is spread over two semesters – Spring II and Fall III.

PT 431 - Health Systems I: Introduction to Physical Therapy (2)

Students will be introduced to Rehabilitation and Disablement models, the Guide to Physical Therapist Practice and written documentation emphasizing functional outcomes. An introduction will be made to the profession of

physical therapy including different practice settings, a brief history of physical therapy and healthcare, and The American Physical Therapy Association (APTA). Roles of the physical therapist (PT), physical therapist assistant (PTA) and other physical therapy support personnel will be discussed. Current issues facing the profession in the context of other practitioners and the changing health care environment will be addressed. Roles of other professionals, the APTA Code of Ethics and the future of physical therapy will be covered.

PT 432 - Health Systems II: Organizational Management (2)

This course focuses on the practical application of concepts of organizational behavior with an emphasis on the management of change for physical therapists within an organizational setting. This course also explores issues of personal responsibility and accountability as leaders and team members within the health care system.

PT 433 - Health Systems III: Payment Policy (1)

Overviews of the various methods of health care payment and reimbursement in the United States. Also includes methods for determining an appropriate fee schedule, developing a fiscally sound budget, effective documentation techniques for optimum reimbursement, and a discussion of current legislation affecting health care reimbursement.

PT 434 - Health Systems IV: Law and Policy (2)

The course provides an overview of the history and present structure of the United States health services. The students will gain an understanding of the basic organization and operations of the healthcare system including laws and policies that regulate healthcare practice. Problems and failures of the current healthcare system and alternatives will be discussed. Students will learn to be professional advocates for their patients and their profession.

PT 435 - Health Systems V: Medical Ethics (2)

This final course in the Health Systems Series considers professional development as a life-long activity and addresses the skills, knowledge, abilities, and resources needed for an entrepreneur to succeed.

PT 436 - Health Systems VI: Entrepreneurialism (1)

This final course in the Health Systems Series considers professional development as a life-long activity and addresses the skills, knowledge, abilities, and resources needed for an entrepreneur to succeed.

PT 441 - Integrative Seminar I (1)

The Integrative Seminars are a series of two courses designed to provide situated or contextual learning experiences within the academic curriculum. The intention of these seminars is

to provide a forum within which to develop clinical reasoning skills in preparation for practice in the clinical environment. Students will be given advanced training in scientific and clinical literature to facilitate development of a life-long professional habit of consultation with relevant literature and application to clinical problems. The Integrative Seminars promote application and integration of newly acquired knowledge (propositional and non-propositional) with previously learned knowledge/experience, within a clinical reasoning framework. Examples of the types of knowledge/skills that will be integrated are basic sciences, research and evidence-based practice principles, biomedical knowledge, clinical skills and self-evaluative skills. The hierarchical design of the DPT curriculum will provide the framework within which specific areas of content will be chosen as the focus for each of the seminar courses. Students will progress through exercises and activities of increasing complexity based upon when each of the seminars falls within the DPT program curriculum. The first Integrative Seminar is designed to develop a framework for understanding and applying theories of Motor Control and Motor Learning to the assessment and treatment of patients/clients with neurological and orthopedic lesions. Material from Anatomy, Biomechanics, Neuroscience, Patient/Client Mgmt: Musculoskeletal, Therapeutic Exercise and other prior and current courses will be utilized as deeper understanding of theory and practice is developed. This will include a standardized patient simulation.

PT 442 - Integrative Seminar II (1)

The Integrative Seminars are a series of two courses designed to provide situated or contextual learning experiences within the academic curriculum. The intention of this series of seminars is to provide a forum within which to develop clinical reasoning skills in preparation for practice in the clinical environment. Students will be given advanced training in scientific and clinical literature to facilitate development of a life-long professional habit of consultation with relevant literature and application to clinical problems. The Integrative Seminars promote application and integration of newly acquired knowledge (propositional and non-propositional) with previously learned knowledge/experience, within a clinical reasoning framework. Examples of the types of knowledge/skills that will be integrated are basic sciences, research and evidence-based practice principles, biomedical knowledge, and clinical skills. The hierarchical design of the DPT curriculum will provide the framework within which specific areas of content will be chosen as the focus for each of the seminar courses. Students will progress through exercises and activities of increasing complexity based upon when each of the seminars falls within the DPT program curriculum. This second Integrative Seminar is designed to increase the

understanding of plasticity in several systems as they occur in populations with and without neurological insults and explore the relationship between rehabilitation and plasticity. This will include a standardized patient simulation.

PT 444 - Pathology/Medical Sciences: Pediatrics (1)

This course is a study of pathologies occurring in the pediatric population in multiple systems. The etiology and clinical manifestations to include prognosis as well as diagnostic tests for pathologies in this population will be addressed in addition to medical, pharmacological, and surgical management. This material will be presented within the context of the ICF model.

PT 461 - Physical Therapist As Educator (1)

This course addresses principles of teaching, learning and motivational instruction with application to the clinical setting. It focuses on creation and development of patient education, clinical education and public presentations. Simulation activities are included to develop communication skills related to patient interview and subjective evaluation.

PT 462A - Health Care Procedures I (2)

Introduction to basic physical therapy examination procedures utilized in patient care. This course focuses on development of psychomotor skills needed to gather the necessary and appropriate information on generic physical therapy examination including tests and measures.

PT 462B - Health Care Procedures II (2)

Introduction to basic healthcare procedures utilized in physical therapy patient care. This course focuses on development of clinical skills to practice safely and effectively on generic physical therapy examination and interventions.

PT 463A - Therapeutic Interactions I (2)

This is the first in a series of three courses designed to facilitate the development of communication skills and interpersonal interactions used in one's role as a professional and a physical therapist. This course is oriented toward learning about one's self. Opportunities are provided for developing self-reflective skills, awareness of one's presentation, and one's communication strengths. Areas for improvement are explored in the context of developing effective patient and peer relationships as a practicing physical therapist. Interpersonal relationships and inter-professional relationships serve as the framework for exploring the dynamics of human communication. The art and science of physical therapy are practiced within the context of the environment created through communication.

According to the American Physical Therapy Association's Commission on Accreditation for PT education, students who graduate from an accredited program should be able to display outcome behaviors that demonstrate the "attainment of knowledge, skills, values and attitudes" of an entry level PT.

PT 463B - Therapeutic Interactions II (1)

This second course in the therapeutic interactions series concentrates on the relationship between self and others as revealed and experienced in everyday professional and personal encounters. This semester shifts focus towards professional communication and development of skills to be used in collaborative clinical reasoning.

PT 463C - Therapeutic Interactions III (2)

The two previous courses set the foundation for self-awareness and communication skills, both personal and professional. This third in the series, utilizes this knowledge in the larger context of family and community. This course addresses issues that are not specifically PT issues but have a strong, direct impact on Physical Therapy treatment. This course also expands the awareness of the role of the Physical Therapist outside the clinical setting as an integral part of the community, and introduces other psychological considerations for the health care provider.

PT 465 - Therapeutic Modalities (3)

This course consists of lecture and laboratory components, and is designed to prepare students to safely, legally, ethically, and appropriately apply physical agents and modalities such as heat, cold, light, sound, water, wrapping/taping, mechanical compression, and mechanical traction as components of physical therapy intervention. Also included are principles of electrophysiologic evaluation and electrotherapy, and soft tissue assessment and mobilization. Course content includes interactive case studies and laboratory experiences designed to assist the student in applying concepts of evidence-based practice, clinical reasoning, stages of tissue healing/repair, and pain mechanisms while making treatment intervention decisions in the appropriate use of these procedures.

PT 466A - Therapeutic Exercise (2)

Prescribing therapeutic exercise is within the domain of the physical therapist and utilized in all practice settings to help achieve treatment goals. A well prescribed exercise addresses mobility, stability, motor control, and whole movement patterns while considering isolated impairments. Exercise of this nature engages both the sensory and motor systems and is thus integrated into improved functional movement.

Prescribing effective therapeutic exercise is integral to becoming a competent clinician and poses a challenge to the student physical therapist. The purpose of this course is to assist the student in learning how to effectively prescribe therapeutic exercise using a clinical reasoning model and to develop a base level of knowledge and thought process from which to build more advanced skills in the future.

PT 466B - Therapeutic Exercise (1.5)

This is the second of two courses devoted to developing skills in therapeutic exercise in physical therapy. In this course emphasis is placed on developing clinical reasoning skills for the implementation of therapeutic exercise for the purpose of improving function and health of individuals with neurological dysfunction.

PT 467 - Prosthetics/Orthotics (3)

Part 1 – Normal and Pathological Gait: A review of Normal Gait is provided. The student is introduced to Pathological Gait and Observation Gait Analysis of Normal and Pathological function.

Part 2 – Orthotics: The student is introduced to various upper limb, lower limb, and spinal orthoses; their components and applications; the assessment of orthotic candidacy; how orthoses can substitute for biomechanical function; and how gait can be affected by orthotic application and adjustment.

Part 3 – Prosthetics: The student is introduced to various upper and lower limb prostheses; their components and applications; the biomechanical analysis of normal vs. pathological prosthetic gait; and therapeutic requirements for rehabilitation and reintegration.

PT 468 - Complementary Health Practices (1)

This course is designed to introduce the participants to adjunct therapies and how they enhance and compliment conventional rehabilitation. Students will learn how to differentiate which techniques may be beneficial for the given population. Introduction to complementary and alternative therapies, preventative medicine and therapeutic movement modalities as they relate to physical therapy practice. The Curriculum is structured to provide didactic and practical knowledge of the chosen topics as they relate to traditional Physical Therapy practices.

PT 471A - Patient/Client Management: Musculoskeletal I (3)

This course is the first in a series of three courses on management by the physical therapist for patients with orthopedic dysfunction for all body regions. Each element of patient/client management will be considered throughout the course, including examination, evaluation, diagnosis,

prognosis, intervention, and outcomes. This first course consists of lecture and laboratory components, and focuses on introduction to foundational concepts with application to lower quarter body regions. Course content is presented within a clinical reasoning framework, and concepts of hypothesis generation and testing and differential diagnosis with selective tissue tension are utilized to facilitate development of efficient strategies for: obtaining a history, performing relevant systems reviews, selecting and administering specific tests and measures, evaluation, diagnosis, and intervention planning and implementation. Development of realistic prognoses and outcomes hypotheses is also covered. Students are introduced to manual therapy and neurodynamics concepts as forms of examination and intervention, as well as procedures for testing joint integrity and other special diagnostic orthopedic tests. Skills and concepts introduced in previous and concurrent coursework will be integrated and applied to orthopedic patient case scenarios and problem-solving exercises throughout the course. This integration will include an expansion of clinical reasoning principles with an introduction to clinical patterns. Also integrated will be previous and concurrent course content including manual muscle testing, goniometry, postural, gait and other movement analysis, orthopedic pathology, pharmacology and diagnostic technologies, therapeutic exercise, therapeutic modalities, tissue healing, pain mechanisms, and documentation principles. The course includes extensive application of the concepts presented within the disablement model, with identification of impairments and functional limitations/disability as the basis for establishment of intervention strategies and functional goals.

PT 471B - Patient/Client Management: Musculoskeletal II (3)

This course is the second in a series of three courses on management by the physical therapist for patients with orthopedic dysfunction for all body regions. Students will progress to this course after successful completion of PT 471A. Each element of patient/client management will be considered throughout the course, including examination, evaluation, diagnosis, prognosis, intervention, and outcomes. This second course consists of lecture and laboratory components, and focuses on solidifying the knowledge of foundational concepts introduced during the first course (PT 471A), with application to upper quarter body regions. As the course progresses, student performance expectations will demonstrate higher levels of application, analysis, and synthesis of course content.

PT 471C - Patient/Client Management: Musculoskeletal (Advanced) (3)

This is the final course in a series of three lecture and laboratory courses on management by the physical therapist

for patient with orthopedic dysfunction for all body regions. PT 471C is designed to facilitate the student in the application and expansion of concepts and skills acquired previously within the orthopedic curriculum, and within the other Patient/Client Management components of the curriculum. Within a strong clinical reasoning framework, students will evaluate and plan intervention strategies for more complex orthopedic patient problems, as well as for patients with primary orthopedic problems complicated by involvement of multiple other factors/systems. Students will integrate into the management of orthopedic patients the movement analysis skills, motor control and motor learning concepts gained after their first orthopedic patient management courses (PT 471A/B). In addition to refining their existing manual therapy skills, students will be introduced to more advanced examination and intervention techniques. Students will employ clinical reasoning to formulate management plans that require prioritization and collaboration with the patient/client in order to accommodate environmental, financial, cultural, psychosocial, and time restriction factors typical of current clinical practice. The patient problems encountered and analyzed throughout the course, combined with the clinical reasoning process applied when working through all components of these clinical problems will facilitate development of clinical patterns and clinical pattern recognition.

PT 472A - Patient/Client Management: Neuromuscular I (3)

This course is the first in a series of three courses on assessment and management of the patient with neurologic dysfunction. This course will focus on physical therapy assessment and management of neurologic dysfunction resulting from cerebral vascular accident and traumatic brain injury. Movement analysis, motor learning theory and clinical reasoning skills will be applied to identify and address impairments, abnormal movement patterns and functional limitations.

PT 472B - Patient/Client Management: Neuromuscular II (3)

This course is the second in a series of three courses on assessment and management of the patient with neurologic dysfunction. This course will focus on physical therapy assessment and management of neurologic dysfunction resulting from spinal cord injuries, vestibular dysfunction, degenerative neurological conditions and various disease processes that result in lesions to the central or peripheral nervous system. Normal movement, development and motor control of the pediatric client will be introduced. Movement analysis, motor control & motor learning theory and clinical reasoning skills will be applied to identify and address,

abnormal movement patterns, as well as deficits at the Body Structure and Function, Activity and Participation levels.

PT 472C - Patient/Client Management: Neuromuscular (Advanced) (3)

This course is the third in a series of three courses on assessment and management of the patient with neurological dysfunction. This course will expand upon concepts and skills learned in previous courses in physical therapy assessment and management of neurological dysfunction. Students will refine their skills in examination, evaluation and formulation of a treatment plan for the patient with complex neurological impairments and those with multiple system dysfunction. Movement analysis, motor control and motor learning theory, as well as clinical reasoning skills will be applied to identify and address impairments, abnormal movement patterns and activity limitations. Current literature will be incorporated to promote evidence-based practice.

PT 473 - Patient/Client Management: Cardiopulmonary (3.0-4.0)

A comprehensive, in depth course addressing all levels of physical therapy management of the patient with cardiovascular and pulmonary dysfunction and other critically ill patients. Each element of patient/client management will be considered throughout the course, including examination, evaluation, diagnosis, prognosis, intervention, and outcomes. Also included will be primary and secondary preventative measures and rehabilitation concepts specific to this patient population.

PT 475 - Patient/Client Management: Pediatrics (2)

This course is a lecture/laboratory course designed to introduce the student to the foundations of assessment and management for the pediatric population. The course provides the requisite knowledge base and analytical skills for preparation as an entry-level general practitioner of physical therapy.

PT 476 - Patient/Client Management: Geriatrics (2)

This course focuses on complex assessment and management of aging older adults. The student is exposed to advanced applied science of normal and pathological aging, clinical problems, implications for therapeutic interventions, and modifiable disease risk factors impacting older adults' lifespan in order to promote optimal care, functional outcomes, and wellness in older adults.

PT 477 - Patient/Client Management: Medical Screening (2)

This course focuses on the roles and responsibilities of a physical therapist and other health professions in screening for referral and medical disease. This course focuses on the

physical examination process in evaluation of the musculoskeletal, neurologic, cardiopulmonary, integumentary, GI/GU/renal and cognitive/behavioral systems in the adult. The student will participate in laboratory experience that will provide practical, hands-on application of assessment skills in health examination and medical screening and referral of healthy adults.

PT 481 - Clinical Education Experience (1)

This course is designed to orient students towards professional clinical practice within the structure of an integrated practicum experience. Emphasis is placed on client management within the context of wellness. Students will be introduced to the responsibilities of performing general screening techniques for postural dysfunction and global movement analysis, sleep hygiene, nutrition, stress management, written and verbal communication and socialization under the supervision of licensed physical therapists.

PT 482 - First Full-Time Clinical Education Experience (3)

This course is the first of four clinical education experiences designed to develop the clinical competence of the student in a variety of clinical settings with diverse patients. The student will examine, evaluate, diagnose, prognose, and design/implement physical therapy interventions while under the supervision of a licensed physical therapist. Indirect interventions, professional development, multi-disciplinary interactions, and administrative responsibilities are included in the clinical practice of physical therapy and this experience.

PT 483 - Intermediate Full-Time Clinical Education Experience (3)

This course is the second of four clinical education experiences designed to develop the clinical competence of the student in a variety of clinical settings with diverse patients. The student will examine, evaluate, diagnose, prognose, and design/implement physical therapy interventions while under the supervision of a licensed physical therapist. Indirect interventions, professional development, multi-disciplinary interactions, and administrative responsibilities are included in the clinical practice of physical therapy and this experience.

PT 484 - Terminal Full-Time Clinical Education Experience I (6)

This course is the first of two *final* clinical education experiences designed to develop the clinical competence of the student in a variety of clinical settings with diverse patients. The setting this semester will be chosen by the

DCE with input by the student to complement the previous assignments to ensure the breadth of preparation necessary for general practice as a physical therapist. The student will examine, evaluate, diagnose, prognose, and design/implement physical therapy interventions while under the supervision of a licensed physical therapist. The student will also develop practical skills in professional and practice management. 12 wks.

PT 485 - Terminal Full-Time Clinical Education Experience II (6)

This course is the second of two *final* clinical education experiences designed to develop the clinical competence of the student in a variety of clinical settings with diverse patients. The setting this semester will be chosen by the DCE with input by the student to complement the previous assignments to ensure the breadth of preparation necessary for general practice as a physical therapist. The student will examine, evaluate, diagnose, prognose, and design/implement physical therapy interventions while under the supervision of a licensed physical therapist. The student will also develop practical skills in professional and practice management. 12 wks.

PT 487 - Final Internship I (6)

This course is the first of two *final* clinical education experiences designed to develop the clinical competence of the student in a variety of clinical settings with diverse patients. The setting this semester will be chosen by the DCE with input by the student to complement the previous assignments to ensure the breadth of preparation necessary for general practice as a physical therapist. The student will examine, evaluate, diagnose, prognose, and design/implement physical therapy interventions while under the supervision of a licensed physical therapist. The student will also develop practical skills in professional and practice management.

PT 488 - Final Internship II (6)

This course is the second of two *final* clinical education experiences designed to develop the clinical competence of the student in a variety of clinical settings with diverse patients. The setting this semester will be chosen by the DCE with input by the student to complement the previous assignments to ensure the breadth of preparation necessary for general practice as a physical therapist. The student will examine, evaluate, diagnose, prognose, and design/implement physical therapy interventions while under the supervision of a licensed physical therapist. The student will also develop practical skills in professional and practice management.

PT 489 - Repeat Affiliation (0.5-6.0)

This course is an additional clinical education experience designed to develop the clinical competence of the student in a variety of clinical settings with diverse patients. The setting will be chosen by the DCE with input from the student to complement the previous assignments to ensure the breadth of preparation necessary for general practice as a physical therapist. The student will examine, evaluate, diagnose, prognose, and design/implement physical therapy interventions while under the supervision of a licensed physical therapist. The student will also develop practical skills in professional and practice management. This course is utilized for repeating any full-time clinical education experience where the student received a grade of NC or was otherwise unable to complete the original experience. This course may be utilized only once during the course of the program. The number of units is determined by the number of weeks of clinical experience the student needs to repeat, as determined by the Department.

PT 490 - Research I: Foundational Concepts of Research (1)

This course focuses on the principles of Evidence Based Physical Therapy Practice. Students will define and categorize the types of evidence that physical therapists use in clinical practice. The methods for finding and evaluating various types of evidence will be investigated. Finally students will be introduced to research design and methods for critiquing and selecting best evidence for answering patient specific clinical questions.

PT 491 - Research II: Research Design & Statistics (1)

The purpose of this course is to develop an understanding of common PT-related research study results and to develop skills pertaining to the analysis of how trustworthy the design and results of different study types in the published literature. The study types covered in this course will include: diagnostic, tests, clinical measures, prognostic factors, and clinical prediction rules. The primary goal this course is to help you become educated consumers of PT-related scientific literature.

PT 492 - Research III: Evidence Based Practice (1)

This course focuses on the development of skills necessary for students to incorporate evidence into clinical practice. Students will learn to recognize the strengths and limitations of clinical research, professional opinion, and patient preference in the practice of physical therapy.

PT 493 - Research IV: Survey Research Design (1)

The purpose of this course is to develop an understanding of the design of common PT-related research studies. We will

examine difference research paradigms, research question & hypothesis development, study design, participant recruitment & handling, variable & data types, and the most common statistics used. This course is designed for two main purposes. First, to help you become educated consumers of PT-related scientific literature. And, second, to prepare you for PT 495A-C in which you will have the opportunity to conduct research as a part of your MSMU curriculum.

PT 494 - Scientific Writing (1)

The purpose of this course is to develop & improve skills required to be an effective scholarly communicator (scientific writing, academic/scientific presentations, and clinical interactions). As such, we will cover many writing-related topics, including grammar & usage, structure (sentence, paragraph, and paper), content analysis & integration, and AMA-formatted citation. We will also cover many broader topics, including literature searches & reference management software, academic presentation design, and patient communication skills. The primary goal this course is to help you develop tools to excel in your other coursework. This goal – in conjunction with the demand placed upon you by PT 401 (Gross Anatomy) and PT 402 (Biomechanics) – is why a large portion of this course is delivered as online/at-home modules & time spent working on your papers for PT 410.

PT 495A - Research V: Research Development A (1)

This course focuses on developing a deep understanding of measurement in clinical practice. This course has three main components. The first component is identifying measurement instruments relevant for physical therapy practice. The second component is using an exhaustive literature review to determine the validity and reliability of identified clinically relevant measurement instrument. The third component is designing and conducting a research protocol to determine instrument validity or reliability.

PT 495B - Research VI: Research Development B (1)

This course focuses on developing a deep understanding of the evaluation of physical therapy interventions and experimental research designs to study physical therapy interventions. This course has three main components. The first component is identifying physical therapy interventions for a given diagnosis. The second component is using an exhaustive literature review to determine the strength of the available evidence for the intervention. The third component is designing a research protocol to study a question/hypothesis regarding an intervention's functional/clinical effects. This course focuses on pediatric/adolescent diagnoses.

PT 495C - Research VII: Research Forum/Capstone Project (1)

The purpose of the course is to synthesize research that compares the clinical outcomes, effectiveness, and appropriateness of items, services, and procedures that are used to prevent, diagnose, or treat diseases, disorders, and other health conditions commonly encountered in the practice of physical therapy. Course requirements may be fulfilled via development of a Clinical Practice Guideline, Systematic Review or Independent Research Project.

PT 498 - Advanced Clinical Experience (0)

This course provides the opportunity for students currently enrolled in the Doctor of Physical Therapy Program whose academic performance meets certain requirements to pursue advanced training in specific areas of clinical practice or participate in additional opportunities for clinical practice. May be repeated.

PT 499 - Independent Study (1)

This course provides students the opportunity to learn specialized information or gain research experience that is not provided in the curriculum under the supervision of faculty. May be repeated for credit.

RST - Religious Studies

Undergraduate Religious Studies Courses**I. Scripture Courses****RST 11 - Introduction to Hebrew Scriptures (3)**

This course provides an introduction to the Hebrew Bible (Old Testament) as it developed within the context of the ancient Middle East. It emphasizes a wide range of traditional (historical-critical, literary, textual, etc.) and contemporary (cultural, contextual, liberation, feminist, gender theory, etc.) critical methodologies and approaches. It provides an awareness of the global influence of these scriptures especially on social justice traditions. GE 5C.

Offered: Fall

RST 15 - Introduction to the New Testament (3)

This course provides an introduction to the Christian Scriptures (New Testament) as it developed within first and second century Middle East: the four canonical gospels, the texts attributed to St. Paul and other members of the early Christian community, as well as the Book of Revelation. It emphasizes a wide range of traditional (historical-critical, literary, textual, etc.) and contemporary (cultural, contextual, liberation, feminist, gender theory, etc.) critical methodologies and approaches. It provides an awareness of

the global influence of these scriptures, especially on social justice traditions. GE 5C.

Offered: Spring

RST 111 - Hebrew Scriptures (3)

When cross-listed with RST 11, this course provides an upper-level study of the Hebrew Bible (Old Testament) as it developed within the context of the ancient Middle East. It emphasizes a wide range of traditional (historical-critical, literary, textual, etc.) and contemporary (cultural, contextual, liberation, feminist, gender theory, etc.) critical methodologies and approaches. It provides an awareness of the global influence of these scriptures, especially on social justice traditions. GE 5C.

Offered: Fall

RST 115 - The New Testament (3)

When cross-listed with RST 15, this course provides an upper-level study of the Christian Scriptures (New Testament) as it developed within first and second century Middle East: the four canonical gospels, the texts attributed to Paul and other members of the early Christian community, as well as the Book of Revelation. It emphasizes a wide range of traditional (historical-critical, literary, textual, etc.) and contemporary (cultural, contextual, liberation, feminist, gender theory, etc.) critical methodologies and approaches. It provides an awareness of the global influence of these scriptures, especially on social justice traditions. GE 5C.

Offered: Spring

II. Christian Thought Courses**RST 21 - 21st Century Catholicism (3)**

An exploration of the beliefs, rites, ethics, and structures of post-Vatican II Catholicism. Attention will be given to the Catholic Intellectual Tradition. Present-day issues and concerns related to community, diversity, and justice (e.g. gender, race, economic/class, sexuality, nationality, etc.) will be discussed. GE 5A or GE 5D.

Offered: Fall, Odd

RST 23 - Spiritual Journeys of Women (3)

An exploration of the spiritual experiences of women from diverse religious backgrounds with an emphasis on how the development of contemporary feminist theologies has impacted the understanding and the self-perception of women. Students will critically analyze the role of gender in both society and religious traditions. Students also will evaluate modes of academic inquiry to historical and current global contexts. GE 5A or GE 5D.

Offered: Fall Doheny, Spring Chalon

RST 25 - Relationships of Love, Marriage, and Family in World Religions (3)

An exploration how relationships of love, marriage, and family are viewed in world religions, which may include Primal and Indigenous Religions, Hinduism, Buddhism, Judaism, Islam, and Christianity based on their Scriptures, Traditions, and Cultures. Exploring both the historical and global contexts of these religions and communities, this course also examines how religions can build a sense of responsibility and skills necessary to serve others. GE 5C or GE 5D.

Offered: Fall (Doheny & Chalon), Spring (Chalon)

RST 70 - Faith and Human Development (3)

A study of the phenomenon of religious belief and the importance of faith for one's psycho-spiritual development as a person in relation to others and to God. Explores relevant theories of current religious and spiritual writings regarding the various ways society interprets and shapes faith in the twenty-first century. GE 5D.

Offered: Fall Doheny, Spring Chalon

RST 121 - 21st Century Catholicism (3)

An exploration of the beliefs, rites, ethics, and structures of post-Vatican II Catholicism. Attention will be given to the Catholic Intellectual Tradition. Present-day issues and concerns related to community, diversity, and justice (e.g. gender, race, economic/class, sexuality, nationality, etc.) will be discussed. GE 5A or GE 5D.

Offered: As needed

RST 123 - Spiritual Journeys of Women (3)

An exploration of the spiritual experiences of women from diverse religious backgrounds with an emphasis on how the development of contemporary feminist theologies has impacted the understanding and the self-perception of women. Students will critically analyze the role of gender in both society and religious traditions. Students also will evaluate modes of academic inquiry to historical and current global contexts. GE 5A or GE 5D.

Offered: Spring Chalon

RST 125 - Relationships of Love, Marriage, and Family in World Religions (3)

An exploration how relationships of love, marriage, and family are viewed in world religions, which may include Primal and Indigenous Religions, Hinduism, Buddhism, Judaism, Islam, and Christianity based on their Scriptures,

Traditions, and Cultures. Exploring both the historical and global contexts of these religions and communities, this course also examines how religions can build a sense of responsibility and skills necessary to serve others. GE 5C or GE 5D.

Offered: As needed

RST 131 - Woke Jesus (3)

This course is a brief survey of the historical development of the Christian understanding of Jesus as the Christ, from biblical traditions to the present. It emphasizes current cultural and global understandings of who Jesus was and who Christ is for those living amidst the tensions of contemporary societies throughout the world (e.g., mujeristas, womanists, feminists, LGBTQ+, Asian, African, Islamic, Hindu, Buddhist). GE 5C or GE 5D.

Offered: Fall Chalon, Odd

RST 135 - Women and Christianity (3)

A consideration of the major themes and issues facing and being engaged by Christian feminist liberation theologians within the diverse and global expressions of the religion. Students will consider a variety of topics from a Christian feminist perspective, which may include: the construction of gender and power within and as it pertains to Christianity, the roles of women in scripture, Christian feminist ethics and justice making, feminist community building across intersectional and transnational boundaries, Christian history, church life, feminist reimagining of liturgy, art and theology, etc. GE 5B or GE 5D.

Offered: Spring Chalon, Even

RST 137 - Challenges in Contemporary Theology (3)

A study of how major changes in theology during the twentieth centuries not only challenged traditional Catholic thought and practice, but also influenced contemporary theologies and praxis. GE 5D.

Offered: As needed

RST 170 - Faith and Human Development (3)

A study of the phenomenon of religious belief and the importance of faith for one's psycho-spiritual development as a person in relation to others and to God. Explores relevant theories of current religious and spiritual writings regarding the various ways society interprets and shapes faith in the twenty-first century. GE 5D.

Offered: Spring Chalon

RST 190T - Advanced Studies in Christian Thought (1-3)

Advanced study of special texts, figures or topics such as Church history, sacraments, and liturgy. May be repeated for credit.

Offered: As needed

III. Christian Ethics Courses**RST 41 - Introduction to Christian Ethics (3)**

This course introduces students to the theory, praxis, central figures and major themes that shape both traditional and contemporary approaches to understanding moral experience and action. While engaging the classical themes surrounding the nature and content of moral obligation, this course pays special attention to the questions, concerns, and contributions to Christian ethics that stem from the experiences of the marginalized, whether that is due to race, ethnicity, sex, gender, sexuality, class, nationality and/ or ability. GE 5A or GE 5D.

Offered: Fall, Spring (Chalon and Doheny)

RST 45 - Contemporary Issues in Christian Ethics (3)

This course deals with specific critical issues facing contemporary humanity (war, genocide, gender and sexual diversity, the current political processes, economic and business justice/injustice, racism injustice, sexism, ageism, etc.) through the lenses of Christian ethics and social justice traditions, paying particular attention to the CSJ core values of social justice, human rights, and engagement. Topics may vary with the instructor. This course may be repeated for credit. GE 5A or GE 5B.

Offered: Fall (Chalon and Doheny)

RST 49 - Biomedical Issues in Christian Ethics (3)

This course explores moral discernment in the context of developments in medicine and biotechnology. Topics include clinical ethics, the process of dying, reproductive technologies, genetic engineering, euthanasia, and the environment. Ethical dilemmas are engaged with an emphasis on the Catholic moral and social justice traditions, as applied to individuals, clinical communities, and the larger global community. GE 5A.

Offered: As needed

RST 141 - Introduction to Christian Ethics (3)

This course introduces students to the theory, praxis, central figures and major themes that shape both traditional and contemporary approaches to understanding moral experience and action. While engaging the classical themes surrounding

the nature and content of moral obligation, this course pays special attention to the questions, concerns, and contributions to Christian ethics that stem from the experiences of the marginalized, whether that is due to race, ethnicity, sex, gender, sexuality, class, nationality and/ or ability. GE 5A or GE 5D.

Offered: As needed

RST 145 - Contemporary Issues in Christian Ethics (3)

This course deals with specific critical issues facing contemporary humanity (war, genocide, gender and sexual diversity, the current political processes, economic and business justice/injustice, racism injustice, sexism, ageism, etc.) through the lenses of Christian ethics and social justice traditions, paying particular attention to the CSJ core values of social justice, human rights, and engagement. Topics may vary with the instructor. This course may be repeated for credit. GE 5A or GE 5B.

Prerequisite: A lower division course in this area (RST 41, RST 45, or RST 49).

Offered: Fall Chalon

RST 146 - Peace and Justice Traditions (3)

An examination of Catholic Social Teaching, an ethical tradition which has developed in the past century as the church faced contemporary social problems such as structural poverty, discrimination, immigration, racism, violence and war. The course will also focus on particular groups which have been inspired by this body of teachings. GE 5A.

Prerequisite: One lower division course in the same area (RST 41, RST 45, or RST 49).

Offered: Spring Chalon

RST 149 - Biomedical Issues in Christian Ethics (3)

This course explores moral discernment in the context of developments in medicine and biotechnology. Topics include clinical ethics, the process of dying, reproductive technologies, genetic engineering, euthanasia, and the environment. Ethical dilemmas are engaged with an emphasis on the Catholic moral and social justice traditions, as applied to individuals, clinical communities, and the larger global community. GE 5A.

Prerequisite: RST 41 or RST 21 or PHI 21

Offered: Fall and Spring (Chalon)

RST 190E - Advanced Studies in Christian Ethics (1-3)

Advanced study of special figures or topics such as war and peace, liberation theology, and racism. Selected themes may vary with each offering. May be repeated for credit.

Offered: As needed

IV. Religion and the Religions Courses**RST 61 - Introduction to World Religions (3)**

A survey of the world's religious traditions which may include Indigenous Religions, Hinduism, Judaism, Buddhism, Christianity, and Islam. This course focuses on various dimensions, including history, texts, rituals, and teachings. Students will critically analyze and apply disciplinary perspectives and contexts to the studies of religious communities, in order to build a sense of responsibility and skills necessary to serve. Students also will evaluate modes of academic inquiry to historical and current global contexts, particularly in relation to religions. By the end of the course, students will be able to analyze the history of contemporary realities of religions in order to critique wide-spread assumptions about religions and to develop respect, compassion, and empathy for diverse religious communities. GE 5C.

Offered: Fall, Spring (Doheny and Chalon)

RST 78 - Death and Afterlife in World Religions (3)

A study of issues and concerns about death and afterlife raised through the exploration of sacred texts, beliefs, rituals, and customs of faith communities within world religions. The course emphasizes respect and understanding of cultural diversity in faith expressions surrounding the process of death. GE 5C.

Offered: Fall, Spring (Doheny and Chalon)

RST 161 - World Religions (3)

A survey of the world's religious traditions which may include Indigenous Religions, Hinduism, Judaism, Buddhism, Christianity, and Islam. This course focuses on various dimensions, including history, texts, rituals, and teachings. Students will critically analyze and apply disciplinary perspectives and contexts to the studies of religious communities, in order to build a sense of responsibility and skills necessary to serve. Students also will evaluate modes of academic inquiry to historical and current global contexts, particularly in relation to religions. By the end of the course, students will be able to analyze the history of contemporary realities of religions in order to critique wide-spread assumptions about religions and to develop respect, compassion, and empathy for diverse religious communities. GE 5C.

Offered: As needed

RST 172 - Jesus and the Buddha (3)

An advanced comparison of the life and teachings of Jesus and the Buddha Siddhartha Gautama. Comparisons will use the sacred texts of these two religions to represent the life story and religious teachings of these founders, within their specific historical contexts (ancient Israel, ancient India). It will also include dialogues on the important similarities and differences which Christian and Buddhist traditions have developed, including how Buddhists understand Jesus and Christians understand the Buddha. Finally, it will consider how various forms of world Christianity and Buddhism dialogue today. GE 5B or GE 5C.

Offered: Summer, Fall Even (Chalon)

RST 175 - Myth, Religion and Culture (3)

A study of mythology and mythmaking as it pertains to religion, human understandings of the sacred, the construction of community and identity, and human interrelationship within local, global and/or historical contexts. This course will introduce a variety of mythological themes with an aim to explore the special nature of mythology in understanding religion and sacred reality. Themes may include, but are not limited to: myths of gender and the gendered construction of power, creation myths, myths of human origin and death, myths of afterlife, myths of salvation, myths of the ends of the world, an exploration of archetypes such as gods, goddesses, heroes, monsters, etc., comparative global mythology, and religio-political myths. The course may also consider contemporary iterations of ancient and historical myths as they appear, change and are recreated within modern society and community, through media, political discourse, religious development, and/or popular culture. GE 5C or GE 5D.

Offered: Spring Chalon

RST 178 - Death and Afterlife in World Religions (3)

A study of issues and concerns about death and afterlife raised through the exploration of sacred texts, beliefs, rituals, and customs of faith communities within world religions. The course emphasizes respect and understanding of cultural diversity in faith expressions surrounding the process of death. GE 5C.

Offered: As needed

RST 190R - Advanced Studies in Religion(s) (1-3)

Advanced study of special topics, figures, or texts. Selected themes may vary with each offering. May be repeated for credit.

Offered: As needed

Religious Studies Special Offerings Courses

RST 120 - Faith and Fiction (3)

A study of Christian poets, dramatists, and novelists in historical perspective. Focus on both the changing and the unchanging aspects of Christian faith.

Offered: As needed

RST 130 - History of Religion in North America (3)

An historical survey of the North American religious experience from colonial times to the present. Topics include African-American religion, Puritanism evangelical revivalism, religion and politics in antebellum reform, Mormonism, Spiritualism, and New Thought, religion's response to urbanization industrialization, immigration, religion and science, religion and politics from the radicalism of the 1960's to the neoconservative evangelism of the contemporary period, New Age religion, and women and religion. Although the course emphasizes Christianity, it includes brief examinations of the historical experience of Native Americans, Jews, and Muslims.

Offered: As needed

RST 160 - Philosophy of Religion (3)

A study of the philosophical concerns raised in religion including the existence of God, faith, images and concepts of God, the problem of evil, along with multi-cultural and feminist considerations of religion and mythology.

Prerequisite: One lower division course in Philosophy.,One lower division course in Religious Studies.

Offered: As needed

RST 180 - Sociology of Religion (3)

An examination of the universal psychosocial functions of the institution of religion and of the influence religion has played within the other social institutions, such as in the family, education, and economics, in the past and present. The contemporary societal challenges in which religion is involved will also be highlighted.

Offered: As needed

RST 191 - Seminar (3)

Advanced study and research in any of the four major areas of study. Selected themes, figures issues or texts. May be repeated for credit. Prerequisites: A minimum of one (1) lower division course from any area of religious studies. Permission of instructor is required.

Prerequisite: A minimum of one (1) lower division course from any area of,religious studies.

Offered: As needed

RST 193 - Directed Studies (1-3)

Offered with approval of instructor and chairperson, following the published procedures for Directed Studies course.

Offered: As needed

RST 196 - Independent Studies (1-3)

Offered only with the approval of instructor and chairperson, following the published procedures for Independent Studies course.

Offered: As needed

RST 199 - Senior Thesis/Project (3)

Written thesis or service ministry project (including written component) completed in senior year under the direction of a Religious Studies faculty member. The thesis focuses on an area of interest and results in a well-developed research paper which demonstrates the student's understanding and critical assessment of a topic in religion. The project engages the student in theological reflection process at a predetermined service ministry site, and demonstrates the students ability to appropriate and apply religious theories and resources to practical ministry and to correlate practical learnings from the workplace with theory. For RST majors only.

Offered: As needed

RST 199H - Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

Offered: As needed

Graduate Religious Studies Courses

Contextual Theology Required Courses

RST 202A - Introduction to Theology (3)

This course introduces students to the nature, methods, and sources of Christian theology.

RST 203 - Hebrew Scriptures (3)

This course provides an overview of the rich diversity of literatures and theological developments within the history of ancient Israel.

RST 205 - Christian Scriptures (3)

An introduction to the history and literature of the early Christian movement. The focus of this course will be on the

writings contained in the New Testament and an attempt will be made to understand these writings as historical documents within their social and theological setting.

RST 209 - Historical Theology (3)

This course covers the historical life of the Christian Church from the time of Paul to modern times. This course touches on the following eras of the history of the Church: Early Church History (including the Apostolic Fathers, 2nd Century Apologists, Ecumenical Councils, early Christian heresies, development of New Testament canon, etc.); Medieval Church History (Monasticism, the Crusades, Nominalism, Pre-reformation crises); The Protestant Reformation and the Counter-Reformation and; Modern Church History (The Church and Social Justice, Papal Encyclicals, The Church in WWI and WWII, Vatican I and II, the role of women in the Church, and the state of ecumenism in the Church and the Church's relationship to other religious traditions.

RST 214 - Foundations in Theological Ethics (3)

This course analyzes the central methods, themes, and thinkers in theological ethics.

RST 220 - Theories and Methods in Religion and Theology (3)

This course provides an introduction to a variety of theories and methods utilized within the fields of Theology and Religious Studies. It requires students to analyze and compare the ways that theological method and methods in religious studies are distinct but have the potential to be mutually informative.

RST 221 - Religion, Theology, and the City of Los Angeles (3)

This course requires students to explore the ethical teachings and religious motivations made manifest in social justice organizations and movements in the city of Los Angeles. Working closely with social justice organizations in the city of Los Angeles, students will consider how religious traditions deploy their teachings real-life settings in an effort to create social change.

Contextual Theology Electives

RST 200 - Scripture and Social Justice (3)

This course is a graduate-level introduction to standard methodologies for critical understanding of biblical texts including historical, literary, rhetorical, and social criticisms, and emphasizes themes of social justice in contemporary interpretive methodologies.

RST 215 - Theology and Technologies (3)

What is the relationship of god(dess) to technology? How does our concept of the divine relate to the application of scientific knowledge or capability? How does theology respond, adapt to, or learn from the new realities or possibilities created by scientific innovation? Students in this course will consider the relationship between the(o/a)logy and technology, giving special attention to the emergence of new technologies in particular historical and contemporary contexts, [and the modern perception of tension between religion and science]. Topics may include: the relationship of religion and theology to “new technologies” of inequality, such as eugenics, race, theories of religious evolution, the human genome project, etc.; theology and medical science; human-divine relationships in cyberspace, video gaming, and other online spaces; theological anthropocentrism; religious essentialism and theo/allogical technophobia; religious expansion and technology; histories of technology; transhumanism; etc.. The course as a whole will help students to investigate technology and its histories in terms of their theological significance, while critically examining the theologies arising from our human-divine encounters with scientific innovation.

RST 216 - Models of Restorative Justice (3)

Students in this course will be introduced to the theories and praxis of Restorative Justice with particular attention given to the contextual application of these theories in communities. Many criminal justice systems centralize law and so, the violation of state or dominant culture. Restorative Justice models shift this focus to the harms resulting from crime, as well as the needs that crime both creates and reveals. Aimed toward the restoration of human community, Restorative Justice emphasizes the participation of stakeholders, reparation, responsibility, and reintegration. Students will explore the foundations and methodology of Restorative justice, its relationship to existent criminal justice models in situated contexts, and the theological significance of particular justice theories. [Additionally, students will participate in the Restorative model through course practicum, the scope of which and opportunities for engagement varying by semester.]

RST 222 - Topics in Liberation Theologies (3)

An investigation into the history and development of primary theories and methods in theologies of liberation. This course is attendant to the multiple voices and concerns that shape contemporary dialogue in theologies of liberation. Topics may include: “Latin American Liberation Theologies,” “US Latinx Theologies,” “Feminist Theologies,” or “Queer Theologies.” [May be repeated for credit]

RST 227 - Interreligious Dialogue (3)

Addresses the history and practice of interreligious dialogue. Special attention given to the value of interreligious dialogue in creating peaceful co-existence in diverse societies and the problems of religious truth raised by multiple religious claims.

RST 249 - Topics in Theological Ethics (3)

A consideration of ethical positions, views, and praxis on selected topics in Contextual Theological Ethics. Selected themes may vary with each offering but may include "Sex, Gender, and Ethics," "Resistance Ethics," "Globalization and the Common Good," "War, Genocide, and Moral Injury," "Sojourners and Strangers: Theological Ethics and Migration," "Theological Bioethics," or "Catholic Social Teaching," amongst others. [May be repeated for credit.]

Study of Religions Required Courses**RST 202B - Introduction to Religious Studies (3)**

This course will introduce students to the academic study of religion as a distinct form of religious inquiry from theological approaches. Religious Studies considers what humankind calls "religion," or "religious," from outside of a faith-centered perspective, utilizing academic tools to examine and explore the everyday phenomena of religions, as well as the human experience of the sacred, the indescribable, and meaning. Topics in this course may include: different approaches and methodologies within Religious Studies; the history of Religious Studies in the academy, including its entrenchment in colonial projects, and its current uses; the definitions and politics of defining religion; the differences between faith-based and academic inquiries; hermeneutics; religious epistemologies; etc. Overall, the course will help students to build graduate level tools and a critical framework necessary to begin an academic career in Religious Studies.

RST 204 - Sacred Texts (3)

This course is a graduate-level introduction to the history and social impact of various religious traditions through an exploration of their scriptures and/or sacred texts.

RST 220 - Theories and Methods in Religion and Theology (3)

This course provides an introduction to a variety of theories and methods utilized within the fields of Theology and Religious Studies. It requires students to analyze and compare the ways that theological method and methods in religious studies are distinct but have the potential to be mutually informative.

RST 221 - Religion, Theology, and the City of Los Angeles (3)

This course requires students to explore the ethical teachings and religious motivations made manifest in social justice organizations and movements in the city of Los Angeles. Working closely with social justice organizations in the city of Los Angeles, students will consider how religious traditions deploy their teachings real-life settings in an effort to create social change.

RST 231 - Sociology of Religion (3)

Exploring religion from a sociological perspective, this course will consider religion as a function of human relationship and social institution. Students will consider religion as both social creation and a cause of social relationship and organization, as it is both influenced by and a producer of culture, society, group and group identity, and human consciousness. Religion is a force and motivation for diverse and sometimes opposing social realities: violence and healing, oppression and liberation, exclusion and communion. It also intersects with other social institutions. The course will explore various aspects of the social realities connected to and generated by religion, as well as introduce students to sociological tools or methods for religious inquiry.

RST 233 - Comparative Religious Ethics (3)

In this class, students will consider the underlying assumptions and worldviews shaping ethics within [at least two different/several different] religions, as well as the different ethical approaches these religions take when facing moral issues in our shared world. A comparison of religious ethical praxis, the course investigates the action incited by different religious understanding, social teaching and/or dogma with regard to particular contexts/ ethical issues; and asks what can be learned about ethics, religion, social action, etc., from such a comparison. Religions considered and ethical issues addressed will vary by semester.

RST 234 - World Religions (3)

An in-depth study of contemporary topics in the dialog between the major World faith traditions.

Study of Religions Electives**RST 274 - Global Christianities (3)**

This course explores Christianity as a culturally and geographically diverse phenomenon and one bearing inherent tensions related to theo-ethical questions of inculturation. It analyzes the meaning and role of Christianity in the context of a globalized world.

RST 275 - Religion and Migration (3)

This course studies issues and questions related to the role of religion in migration. Content may include: analyzing religious motivations compelling migrations across the globe, the ways that religious traditions seek to support immigrant communities, and migration and transcending of borders not limited to the nation state.

RST 292 - Religion and the Environment (3)

Shaping belief and ideology, religion plays a critical role in the way we consider, interact with, and appreciate (or fail to appreciate) the physical world around us. In this class, students will critically examine the space and place of environment as this concept is constructed and imbued with meaning in religious contexts. What places are sacred, how are they understood as such, and why? What spaces “don’t count,” or are constructed with a deficit of meaning, and what are the consequences, religious and otherwise? How does religion encounter the “natural,” world and conceive of human responsibility for our shared planet? Topics considered may include: theology and eco-theologies; the politics of place-making; religious encounters with the Earth and Earth-creatures in sacred text, mystical traditions, and the lives of holy persons or saints; environmental racism and environmental imperialism; human relationships to non-human life forms and religious anthropocentrism; global environmental crisis; the (religious) politics of ecology; etc.

RST 293 - Religion, Media, and Pop Culture (3)

Religion and culture are co-constitutive, both shaping and shaped by the other. But what does this sociological reality mean for religion as it encounters the complex and shifting directions of popular culture? Additionally, how does popular culture utilize and appropriate religion in its symbolization of humankind’s encounters with changing cultural landscapes? Considering religion as both institution and lived experience, students in this course will examine the interrelationship of religion and popular culture, [and corresponding meaning-making,] in particular exemplars and contexts. Utilizing film, television, music, art, literature, and/or media, etc., students will explore the popular construction of religion and sacrality, the boundaries of religion in public spaces or popularized contexts, the nature of religious or spiritual activity, and/or the religious and cultural experience of popularized religious ideologies.

RST 294 - Religion and Postcolonial/Decolonial Thought (3)

Taking seriously the intertwinement between Christianity and imperial projects, this course reflects upon Christian theological and ethical themes by privileging postcolonial and decolonial lenses. Topics may include: Eurocentrism and violence; the co-constitution of race, gender, and sexuality in

colonialism and the theological anthropological subject; the notions of “identity,” “hybridity,” and the power constituting both; the possibility (or not) of a truly postcolonial or decolonial Christianity.

RST 296 - Religion, Gender, and Sexuality (3)

Analyzes the place of gender and sexuality in religion and the role of religion in shaping gender and sexuality. Topics may include religion as a source for either maintaining or critiquing gender norms in society, religious disputes on sexual practice, gender imagery for the divine, and sexuality in mythic narratives.

RST 297 - Death and Dying in the World Religions (3)

A study of issues and questions concerning the phenomenon of human life and the process of dying approached from a variety of religious traditions.

Capstone Project**RST 290 - Capstone Project Proposal (1)**

A preparation course designed for the Capstone Project culminating in a research proposal. Description provided by the department.

RST 291 - Capstone Project Research Analysis and Presentation (2)

A culminating project of the student's devising with a clearly delimited research methods and goals overseen by a capstone committee (2 faculty minimum), ending in a presentation by the student both oral and written.

RST 291A - Capstone Research Essay Continuation (1)

Course may be repeated for credit.

RST 291B - Capstone Research Essay Continuation (1)

Course may be repeated for credit.

RST 291C - Capstone Research Essay Continuation (1)

Course may be repeated for credit.

RST 291D - Capstone Research Essay Continuation (1)

Course may be repeated for credit.

RST 295 - Internship (1-3)

This course is offered by special pre-arrangement with the Program Director, available by request in any term. Mount St. Mary's undergraduate norms for Academic Internship apply. Course may be repeated for credit.

RST 298 - Directed Individual Study (1-3)

This course is offered by special pre-arrangement available by request in any term. A student may apply for directed

individual study with the approval of a faculty advisor and the program director. No more than six (6) units of directed individual study may be taken towards the M.A. Degree. Any exception to this is granted by the Director of Graduate Religious Studies with the approval of the Graduate Dean. Course may be repeated for credit.

RST 299 - Independent Study (1-3)

This course is offered by special pre-arrangement available by request in any term. A student may apply for independent study with the approval of a faculty advisor and the program director. Mount Saint Mary's University undergraduate norms for Independent Study apply. No more than six (6) units of independent study may be taken towards the M.A. Degree. Any exception to this is granted by the Director of Graduate Religious Studies with the approval of the Graduate Dean. Course may be repeated for credit.

SJSD - Social Justice and Sexual Diversity

I. Core Course

SJSD 1 - Introduction to Social Justice and Sexual Diversity (3)

This foundational course will provide an understanding of the significance of sexual diversity for the pursuit of social justice. The course will examine key elements of social justice, including the dignity of the person, equity, fairness, and solidarity, as well as critical concepts to expose the violation of justice through oppression, exploitation, and other forms of alienation. A variety of social justice traditions will be examined, with special attention given to Catholic Social Teachings. A firm foundation in social justice thought will provide the student with tools to weigh the claims to social justice by sexually diverse populations. Key concepts of sexual diversity will be examined and may include sexual orientations, sexual identities, gender identifications, the economics of sexuality, rights and responsibilities in marriage and alternative forms of sexual relationships, intersectionality, interracial relationships, the racialization of sexuality and the sexualization of race, the use of gendered and sexual rhetoric in social justice argumentation, etc. GE 5A or GE 5D.

II. Sacred Texts

SJSD 11A - Sexual Diversities and Hebrew Scriptures (3)

Examines narratives and legal texts of the Hebrew Bible in light of the experience of sexual diversity. Attention given to exegetical methods, hermeneutics, the history of interpretation, and the social location of the interpreter. Topics to be discussed may include the place of sexuality in ancient Israelite anthropology, competing visions

of sexuality in various sources of the Bible, the relation of sex and power in the Deuteronomic History, sexual metaphors in the prophets, and the place of the Song of Songs in the canon. May be repeated for credit. GE 5D.

SJSD 11B - Sexual Diversities and Early Christian Scriptures (3)

Examines canonical and non-canonical early Christian writings in light of the experience of sexual diversity. Attention given to exegetical methods, hermeneutics, the history of the interpretation, and the social location of the interpreter. Topics to be discussed may include the rise of sexual renunciation in early Christianity, the gendering of Jesus, disputes around sexuality in Pauline. May be repeated for credit.

SJSD 11C - Sexual Diversities and Islamic Scriptures (3)

Examines the Qur'an, the Hadith, and Sufi literature in light of the experience of sexual diversity. Attention given to exegetical methods, hermeneutics, the history of interpretation, and the social location of the interpreter. Topics to be discussed may include the difference between the sexual morals of pre-Islamic Arabia and the early Muslim community, the impact of the rise of the caliphate on Islamic sexual morality, the importance of the Sufi movement for Islamic thinking on sexuality, and contemporary Muslim debates on these foundational texts. May be repeated for credit.

SJSD 11D - Sexual Diversities and Hindu Scriptures (3)

Examines the Vedas, Upanishads, Puranas, Epics and Kama Sutra in light of the experience of sexual diversity. Attention given to exegetical methods, hermeneutics, the history of interpretation, and the social location of the interpreter. Topics to be discussed may include concepts of embodiment in the Vedas and the Upanishads, sexual relations of Hindu deities in the Puranas, sex roles in the Epics, and the role of hijras in Hindu caste structure. May be repeated for credit.

SJSD 11E - Sexual Diversities and Confucian and Buddhist Scriptures (3)

Examines literature from the Pali canon and early Buddhist literature such as the Life of Milarepa. Attention given to exegetical methods, hermeneutics, the history of interpretation, and the social location of the interpreter. Topics to be discussed may include implications of impermanence and dependent co-arising for sexual and

gender identity, the place of sexuality in the Life of Milarepa, Tantric literature, and the role of sexuality in South East Asian, Chinese, Tibetan, and Japanese Buddhist interpretations and developments of Buddhist scriptural principles. May be repeated for credit.

SJSD 11F - Sexual Diversities and Confucian and Taoist Scriptures (3)

Examines Confucius' *Analects* and excerpts from Mencius and Xunzi as well as Lao Tze's *Dao De Ching* and excerpts from Chuang Tzu in light of the experience of sexual diversity. Attention given to exegetical methods, hermeneutics, the history of interpretation, and the social location of the interpreter. Topics to be discussed may include differing conceptions of embodiment, the meaning of gender, and the relation of propriety and "naturalness" in Confucian and Taoist scriptures and philosophy. May be repeated for credit.

SJSD 12 - Sexuality and Religion in the Arts (3)

Examines the negotiation of religion and sexuality in the arts, which may include visual art, music, dance, poetry, drama, film, graphic novels, animation, and other artistic formats. Like verbal texts, the arts structure signs to create meaning. The course also addresses the religious regulation of the arts as an aspect of the regulation of sexuality. Cross-cultural and cross-historical examples will allow students to find common patterns and significant differences in artistic representations of religion and sexuality. Questions of power with regard to representation – who gets to represent whom? – will be central to course. GE 5A or GE 5D.

SJSD 13 - LGBTQ+ Oral History as Sacred Text (3)

An investigation of sacred elements of LGBTQ+ oral history in a cross-cultural perspective. The course may examine the nature of oral communication and its differences from manuscript, print, and digital culture and the role of writing in the establishment of patriarchal societies. The course may then examine how attention to oral history is necessary for a full understanding of LGBTQ+ history, with special attention to LGBTQ+ experiences of religion and spirituality.

SJSD 119 - Advanced Studies in Sacred Text (1-3)

Exploration of particular issues and approaches in sacred texts with special attention given to historical context and interpretation. Selected themes may vary with each offering. May be repeated for credit.

III. Religion & Religions

SJSD 61A - World Religions and Sexual Identities (3)

An exploration of world religions with a focus on the traditions' relationship to sexual identity and sexual diversity. This course will consider sexual diversity from a variety of perspectives, including the religion's historical relationship to sexual diversity, sacred texts, essentials in its way of life, its spiritual life and arts, conceptions of divinity or sacredness, etc. SJSD 61A will explore Abrahamic traditions: Judaism, Christianity and Islam. Related traditions may be added at the professor's discretion. GE 5C or GE 5D.

SJSD 61B - World Religions and Sexual Identities (3)

An exploration of world religions with a focus on the traditions' relationship to sexual identity and sexual diversity. This course will consider sexual diversity from a variety of perspectives, including the religion's historical relationship to sexual diversity, sacred texts, essentials in its way of life, its spiritual life and arts, conceptions of divinity or sacredness, etc. SJSD 61B will explore karma based traditions: Hinduism and Buddhism, with other karma based or related traditions (Sikhism, Jainism, etc.) introduced by discretion of the professor. GE 5C or GE 5D.

SJSD 62 - Spiritual Journeys and Sexual Identities (3)

An exploration of human spiritual experiences with specific attention to the intersection of spiritual and sexual identities. Spiritual journeys will be examined in light of both sexual diversity and social justice.

SJSD 63 - LGBTQ+ Issues in Christianity (3)

This course will examine the state of the relations between Christian communities around the world and LGBTQ+ individuals and communities. Social justice implies that Christian communities dialogue with all people. This dialogue has implications for internal community, as well as societal dynamics. This course may discuss some of the following questions: What are the specific religious issues that lead to injustices, violations of human rights and even crimes against humanity in specific cultures and nations? What are the ways in which colonial history is complicating the discussion of the full participation of LGBTQ+ people in Christian communities? What is the state of this dialogue in various Christian denominations?

SJSD 64 - U.S. Queer Religious History (3)

A survey of Queer religious history in the United States, paying particular attention to sexual diversity, social justice, and the complex interplay between sexual identities and religion. Exploring the relationship between Queer communities and individuals, and religion within the U.S., the course will consider the historical development of queer religious space and identity within our changing social and political environment. Further, the course will explore religion as both oppressive and liberative in regards to Queer communities and individuals, working towards an understanding of the function of religious institution and practice in regards to U.S. ideals, social realities and conceptions of justice-making.

SJSD 161A - World Religions and Sexual Identities (3)

An exploration of world religions with a focus on the traditions' relationship to sexual identity and sexual diversity. This course will consider sexual diversity from a variety of perspectives, including the religion's historical relationship to sexual diversity, sacred texts, essentials in its way of life, its spiritual life and arts, conceptions of divinity or sacredness, etc. SJSD 161A will explore Abrahamic traditions: Judaism, Christianity and Islam. Related traditions may be added at the professor's discretion. GE 6 unlinked, or GE 5C or GE 5D.

SJSD 161B - World Religions and Sexual Identities (3)

An exploration of world religions with a focus on the traditions' relationship to sexual identity and sexual diversity. This course will consider sexual diversity from a variety of perspectives, including the religion's historical relationship to sexual diversity, sacred texts, essentials in its way of life, its spiritual life and arts, conceptions of divinity or sacredness, etc. SJSD 161B will explore karma based traditions: Hinduism and Buddhism, with other karma based or related traditions (Sikhism, Jainism, etc.) introduced by discretion of the professor. GE 6 unlinked, or GE 5C or GE 5D.

SJSD 164 - U.S. Queer Religious History (3)

A survey of Queer religious history in the United States, paying particular attention to sexual diversity, social justice, and the complex interplay between sexual identities and religion. Exploring the relationship between Queer communities and individuals, and religion within the U.S., the course will consider the historical development of queer religious space and identity within our changing social and political environment. Further, the course will explore

religion as both oppressive and liberative in regards to Queer communities and individuals, working towards an understanding of the function of religious institution and practice in regards to U.S. ideals, social realities and conceptions of justice-making.

Prerequisite: A lower division course in this area (RST 41, RST 45, or RST 49).

SJSD 165 - Theology of the Person and Sexuality (1.5)

A study of human nature and sexual being from theological perspectives. This course will explore both historical and contemporary theological views of the human person in its sexuality and sexual diversities. It will consider human existence, body, identity and purpose, as well as the purpose and nature of sexuality, exploring how personal, social and cultural experiences influence these understandings.

SJSD 166 - Service, Ministry and LGBTQ+ Community (1.5)

An advanced exploration of the specific situations, problems, challenges, and opportunities in service and ministry to, from and with the LGBTQ+ community. Emphasizing liberative praxis and social justice, the course will explore best practices for service and ministry by examining Catholic Social Teaching and Christian theologies, with particular attention to the care for the whole human person and his, her or their dignity within our diverse global community.

SJSD 167 - Queer Theologies (3)

An exploration of a variety of the major themes and issues which are engaging Queer theologians, including the place of LGBTQ+ individuals in scripture, Christian history, and church life.

Prerequisite: One lower division course in the same area (RST 41, RST 45, or RST 49).

SJSD 168 - LGBTQ+ Issues in Medieval Religious Life (3)

A study of LGBTQ+ identity, body, communities, and sexual being as understood, experienced and expressed within medieval Christianity. The course will examine both

the expression of LGBTQ+ identities as well as the challenges faced by these communities/ individuals during the middle ages, paying particular attention to medieval religious ideology, practice and life. Topics may include lay and monastic homoeroticism, medieval conceptions of body and body-selves, “asexuality,” spiritual eroticism, gendered power construction, persecution and medieval heteronormativity, etc.

Prerequisite: RST 41 or RST 21 or PHI 21

SJSD 169 - Advanced Studies in Religion and Religions (1-3)

Advanced study of special topics, historical figures or texts. Selected themes may vary with each offering. May be repeated for credit.

IV. Social Justice

SJSD 41 - Sexual Identities, Orientations and Religious Violence (3)

This course deals with sexual identities, orientations and violence carried out against those who vary from religious norms. It will study institutional and folk religion as a cultural phenomenon used by power and empire to control and uniformize sexual identities and orientations. Its method may include a critical, historical study of the phenomenon as well as contemporary situations and possible responses to religious violence.

SJSD 42 - Interfaith Conversations: Inclusivity, Diversity and Sexualities (3)

This class will address the impact of specific faith communities on sexual identity. Building on conversations across a variety of religious and non-religious lines, the class will consider changing conceptions of sexuality, personhood, spiritual and faith identity, as well as social and political movements in light of the rich history of interreligious dialogue. Topics may include the emotional impact of excluding LGBTQ+ people from religious communities, an examination of traditional views of marriage between church and state, religious difference with regard to sexuality and sexual identity, and efforts towards collective action between and within religious and non-religious entities. The purpose of this dialogue is not to debate, nor is it to educate others

about your religious/spiritual/secular beliefs. Instead, the purpose is to use dialogue towards an understanding of self and others, and for addressing issues of privilege and social justice.

SJSD 43 - LGBTQ+ Bioethics (3)

This is a general course in bioethics with special emphasis on the concerns of the queer community. For example, the moral and medical basis for LGBTQ+ rights; the meaning of homosexuality in Bioethics; artificial insemination and surrogacy among lesbian and gay singles and couples; access to health care in the queer community and among LGBTQ+ Veterans; psychotherapies intended to change sexual orientation; health care for transgendered children, adolescents and adults; end of life issues, etc.

SJSD 44 - Trauma, Moral Injury in the LGBTQ+ Community (3)

The course addresses the psycho-social-spiritual impact of trauma and moral injury on LGBTQ+ individuals and explores responses and interventions that affect the body, mind, heart and spirit of these individuals, and communities. Discussions may consider the ethical, social, economic and political structures and how root causes may be addressed for healing to occur. Students will analyze how spirituality and peace building are integral to addressing the results of trauma and moral injury and will also consider the role of restorative justice on the interpersonal and structural levels in addressing traumas.

SJSD 45 - Religion, Sexualities and the Ecological Crisis (3)

Modern advances in both sexual ethics and ecological consciousness deepen awareness of embodiment as a fundamental reality. This course will explore parallels and tensions between issues in sexual and ecological ethics and policy, and various religions' responses to these new challenges, including doctrinal polity and other dimensions. Topics to be discussed may include the legacy of purity and pollution in various religions as they impact sexual ethics and the environment, debates around population control as a question of ecological and sexual responsibility, concepts of embodiment in various religions and their reformulation in light of sexual diversity and ecological devastation, positive and negative aspects of ascetic spirituality, etc.

SJSD 143 - LGBTQ+ Bioethics (3)

This is a general course in bioethics with special emphasis on the concerns of the queer community. For example, the moral and medical basis for LGBTQ+ rights; the meaning of homosexuality in Bioethics; artificial insemination and surrogacy among lesbian and gay singles and couples; access to health care in the queer community and among LGBTQ+ Veterans; psychotherapies intended to change sexual orientation; health care for transgendered children, adolescents and adults; end of life issues, etc.

SJSD 144 - Trauma, Moral Injury in the LGBTQ+ Community (3)

The course addresses the psycho-social-spiritual impact of trauma and moral injury on LGBTQ+ individuals and explores responses and interventions that affect the body, mind, heart and spirit of these individuals, and communities. Discussions may consider the ethical, social, economic and political structures and how root causes may be addressed for healing to occur. Students will analyze how spirituality and peace building are integral to addressing the results of trauma and moral injury and will also consider the role of restorative justice on the interpersonal and structural levels in addressing traumas.

SJSD 145 - Religion, Sexualities and the Ecological Crisis (3)

Modern advances in both sexual ethics and ecological consciousness deepen awareness of embodiment as a fundamental reality. This course will explore parallels and tensions between issues in sexual and ecological ethics and policy, and various religions' responses to these new challenges, including doctrinal polity and other dimensions. Topics to be discussed may include the legacy of purity and pollution in various religions as they impact sexual ethics and the environment, debates around population control as a question of ecological and sexual responsibility, concepts of embodiment in various religions and their reformulation in light of sexual diversity and ecological devastation, positive and negative aspects of ascetic spirituality, etc.

SJSD 146 - War, Revolution, Genocide and Sexual Identities (3)

This course will consider sexual and gender identities as they are constructed, recreated or altered during times of war,

revolution, and genocide. War and other militarized political movements are often considered to be distinctively gendered phenomena. This course may examine the ways in which the creation of war or revolution may also 'create' gender and impact sexual identities. Students may further consider the way sexual identities become a focus during times of war and violence, paying particular attention to their religious coding. Topics may include the internment of homosexual identified individuals within Nazi death camps, Communist atheist androgyny, the politicization of the hijab and Islamic femininity, homosexuality and military service, and genocide and mutilation, etc.

SJSD 147 - Colonialism, Religion, and Sexual Diversity (3)

This course is an introduction to colonialism, neo-colonialism, post-colonialism specifically as they have affected a change in attitude toward sexualities and sexual identities. It may deal with gender bias, homophobia, economic, political and physical violence suffered by LGBTQ+ communities. GE 6 unlinked.

SJSD 148 - Globalization and LGBTQ+ Communities (3)

This course will examine the positive and negative impact of globalization regarding sexualities. This may include an exploration of the political implications of inclusivity, branding as a phenomenon of power, creation of global and local sexual identities in a transnational market, the politics of sex work and sexual identity, trafficking with regard to race, gender and sexuality, etc. Globalization challenges gendered power conceptions; this course will ask how global communities are responding to this challenge in their efforts towards justice making.

SJSD 149 - Ethical Challenges for LGBTQ+ Identities in World Communities (3)

This course will consider a variety of ethical issues that face LGBTQ+ world communities within the context of religious thought and practice. . Encouraging a praxis based ethical inquiry with an aim towards social justice, the course may include discussions of religious freedom, sexual violence, social norms and power, politics of dominance, etc.

SJSD 151 - The Body Politic (3)

This course will deal with the origins of the idea of the body politic and its implications for the LGBTQ+ communities. It will apply these ideas to contemporary issues as illustrated by some of the laws that have been enacted and are being proposed on the state and national levels. What are the hopes

and fears that American citizens and especially the body politic use to clothe the human body.

SJSD 152 - Advanced Studies in Social Justice (1-3)

A consideration of ethical positions and views on selected topics in social justice. Selected themes may vary with each offering. May be repeated for credit.

V. Social Justice and Sexual Diversity Special Offerings

SJSD 196 - Independent Study (1-3)

Offered only with approval of instructor and chairperson, following the published procedures for Independent Studies courses.

SJSD 199 - Senior Thesis/Project (3)

Written thesis or service ministry project (including written component) completed in senior year under the direction of a Religious Studies faculty member. The thesis focuses on an area of interest and results in a well-developed research paper that demonstrates the student's understanding and critical assessment of a topic in Social Justice and Sexual Diversity.

SJSD 199H - Honor Senior Thesis/Project (3)

Open only to students admitted to the Honors Program.

SOC - Sociology

SOC 1 - Introduction to Sociology (3)

An introduction to the scientific study of human social behavior, including the foundational theories and the basic elements of social research. Viewing human life as inherently social, the social and environmental forces which influence and are influenced by personal experience, culture, and social arrangements, are examined. A human rights course. (Previously known as SOC 5 Sociological Perspectives) GE 5B or GE 5C

SOC 1H - Introduction to Sociology Honors (3)

An introduction to the scientific study of human social behavior, including the foundational theories and the basic elements of social research for students accepted for Honors at Entrance and in the Honors Program. Viewing human life as inherently social, the social and environmental forces which influence and are influenced by personal experience, culture, and social arrangements, are examined. A human rights course. Enrollment granted upon approval from the Director of the Honors Program. (Previously known as SOC 5 Sociological Perspectives) GE 5B or GE 5C

SOC 30 - Human Communication (3)

A study of the wide range of modes and means of human communication as they are expressed at both the micro and

macro levels. Students will explore the roles of communication in human interaction and will practice styles of effective communication, such as public speaking interviewing, debating, broadcasting, and interpersonal exchange.

SOC 38 - Statistics for Social Science (3)

Focus on applied descriptive and inferential statistical techniques as used in the social sciences. Topics to be covered include elementary probability theory, properties of distributions analysis of variance, measures of central tendency, correlation and hypothesis testing.

SOC 102 - Sociology of Children (3)

This course studies the intricate and dynamic socialization processes that contribute to the formation of the individual during the formative years of childhood. The social forces examined include the family, peer group, schools, media and such demographic variables as ethnicity social class, gender, and neighborhood. Childhood as a historical and social construction is also considered, along with a survey of the various theories on childhood socialization. A human rights course.

SOC 103 - Introduction to Group Process/Therapy (3)

This course will explore the theories and practices that guide group leaders and group therapy: as an intervention, as a support mechanism, or as a place to develop interpersonal social and interaction skills needed in society. An emphasis on strategies and techniques will allow students to explore group tactics such as grief, anger management, delinquency, and drug abuse as personal, interpersonal and social issues in an experiential mode. Each student will lead or co-lead a practice group in class.

SOC 104 - Sociology of the Family (3)

An exploration of the structure, functions, and challenges of the institution of the family from a cross-cultural perspective. The impact of the forces of social, political, religious and economic change on the structure of the family and the multiple dynamics of intergenerational relationships will also be analyzed.

SOC 105 - Couples (3)

An integrated and ecological approach to the study of intimate relationships. The course focuses on the interaction between the biological, psychological, sociological, and environmental variables that can impact the relationship system. Attachment and communication styles, distance regulation, and the impact of history and culture are addressed.

SOC 106 - Introduction to Psychotherapy (3)

An introduction to the practice of psychotherapy for those going into counseling, psychotherapy therapy or life coaching. The class introduces the field while giving some practical ideas and tools that can also be used by teachers therapists, youth counselors and church counselors who will work directly with clients. A comparative survey of the principal theories in use today.

SOC 107 - Anger Management (3)

This course will explore anger in our society its management, mismanagement and responsive legislation. Anger Management Programs will be examined to learn varieties of and successful strategies and programs for anger reduction in the long-term. Students will develop an understanding of reactions to, and the consequences of repressed anger which may result in illness, child abuse, divorce or employment problems.

SOC 108 - Substance Abuse Counseling (3)

This course discusses the nature of the counseling relationship with abusers and the importance of studying theories of counseling that apply to substance abuse. It will provide a basic understanding of the terminology, current approaches, and issues involved in working with abusers as therapists, counselors or law enforcement professionals. The motivation and behavior patterns of the drug/alcohol abuser will be examined in a broad social context.

SOC 112 - Medical Sociology (3)

An examination of contemporary social phenomena associated with health and illness and the dissemination of health care, both nationally and internationally. Analysis of regional, national and international data on the health status of a variety of populations will be examined. In addition, the intersection of health, healthcare delivery, demography, economic trends, and the swift pace of changing technology--both medical and non-medical--will be explored. Societal implications for the future will be discussed. Fieldwork required.

SOC 115 - Sociology of Violence (3)

This course will explore questions about the origins of violence in human society and the social processes that produce or inhibit violence. A focus will be on the social construction and social definition of violence in contemporary society. Also included is a study of the types of measurements used to report and study violence, including the perspective of victims offenders, law enforcement agencies and agencies for violence prevention. A human rights course.

SOC 117 - Quantitative Research Methods (3)

An introduction to and application of quantitative methods used in social science research. A research project will be undertaken. Current computer applications used in research will be applied. A human rights course. Prerequisite: SOC 1.

SOC 120 - Case Management (3)

A study of the methods and practices utilized by health and human services case managers working in a variety of social service resource settings such as hospitals, daycare centers, senior centers, non-profit outreach programs, and convalescent facilities. Fundamental business management and social interaction skills will be highlighted.

SOC 127 - Family Systems Theory and Violence (3)

The examination of the emergence of violent and anti-social behavior as a consequence of the interdependence and interactions of inter and intra generational family relationships, including spoken and unspoken rules, traditions, expectations, attitudes and beliefs. Relationships, occupations, and social networks outside the family will also be included as they interact with and influence family relationships that may produce or maintain violent tendencies at the micro or macro level.

SOC 134 - Mediation and Negotiation (3)

The examination and practice of theory and skills required for formal and informal dialogue understanding, or resolution of differences. Focus will be on student development of mediation and negotiation skills through application of techniques to group, community, and interpersonal issues.

SOC 138 - Non-Profit Management Seminar (3)

This course will introduce managerial theories on leading non-profit organizations. The learning experience includes review of literature, class presentations and active sponsorship of service organizations. A service-learning project integrates theory with practice, requiring team cooperation, planning, and accountability. See BUS 139

SOC 141 - Intro to Ethnic Studies a Critical Theory (3)

This course will examine the intersection of structural, ideological and cultural inequalities that have characterized the life experiences of ethnic minorities in the U.S. Critical theory will provide the lens to explore the contributions of various theorists, such as DuBois, Fannon Freire and others in an effort to understand and dismantle institutional racism.

SOC 143 - Asian Identity in the U.S. (3)

This course examines the development of identity of people of Asian/Pacific Islander ancestry in the U.S. Students will

explore the influence of history, ethnic pride, socioeconomic status, regional and cultural backgrounds, and inter and intra-racial relationships on identity at the individual and group levels.

SOC 144 - African American and Black Identity in the U.S. (3)

This course examines the development of identity of people of African American or Black ancestry in the U.S. Students will explore the influence of history, ethnic pride, socioeconomic status, regional and cultural backgrounds, and inter and intra-racial relationships on identity at the individual and group levels.

SOC 149 - Multicultural Issues in Healthcare Professionals (3)

An examination of ethnic and cultural factors that have an impact on the work of healthcare professionals and the experience of patients within the context of healthcare settings. A human rights course.

SOC 151 - Youth Counseling (3)

Applying a biopsychosocial approach, this course provides students with an understanding of the cognitive, behavioral, and emotional challenges of children and youth in the context of their family, school, and community. Assessment of at-risk youth and their families will be introduced. Strategies and practices, such as active listening, goal-setting, and treatment planning, among others will be presented.

SOC 153 - The Sociobiology of Food (3)

Food is an integral part of our lives, providing nutrients, enjoyment and cultural identification. Yet not all food is created equal and the route from seed to table comes with environmental consequences, risks to human health, and issues of political and social injustice. Topics include the history of the corporatization of food and the politics behind what we eat.

SOC 159 - Cartography of Crime (3)

This course builds upon a geospatial foundation to examine different cartographic styles. Focus will be on map drafting, symbolization, and compilation using police data from Los Angeles and the nation. Students will learn small and large-scale topography and learn to interpret the data visually. Final project will entail students creating a series of crime maps that examine a specific area or type of crime. Prerequisite: GIS 110 and GIS 120.

SOC 160 - Diversity in Society (3)

The study of the complexities and intricacies of what is meant by human diversity in a variety of manifestations. The influence, implications and intersections of race/ethnicity,

gender, religion, political affiliation, education, occupation, family heritage, sex orientation, regionalism, and personal identity communities are examined. Discussion of multiple cultural identity, intermarriage and cross-cultural communication is a recurring focus throughout the semester. A human rights course.

SOC 161 - Dynamics of Majority-Minority Relations (3)

A study of the history and contemporary interactional dynamics among majority and minority groups within the United States and California. Analysis of the nature and manifestations of culture, adaptive strategies of culturally diverse populations, and the development of programs and practices that honor, motivate, and empower all segments of society will be explored. Examination of personal biases and identification of deficient knowledge in the area of cultural diversity and majority-minority relations is encouraged. A human rights course.

SOC 162 - Human Rights (3)

The examination of human rights from a contemporary global perspective. A range of topics will be explored, including poverty, nutrition, regional cultural conflict, environmental degradation, access to health care, housing, and other basic resources necessary for human survival. The intersection of religion, politics, economics, and culture will be emphasized.

SOC 163 - Women's and Children's Human Rights (3)

An exploration of contemporary human rights issues with a focus on women and children, as they are encountered at the local, national, and global level. Topics include women's rights in prison, healthcare access, child labor, children at war and spousal abuse. A human rights course.

SOC 164 - Advocacy and Human Rights (3)

This course will expose students to various human rights issues that have a severe impact on humanity both in the United States and globally. They will explore the social structures and issues that influence human rights and critically analyze their intersections. The students will gain insight on how they can impact and create change in their respective communities as related to both domestic and international human rights, with a focus on domestic issues.

SOC 165 - Historical and Contemporary Social Thought (3)

An overview of the historical roots, evolution, and contemporary manifestations of such social thoughts as social justice, individualism, social responsibility, universalism, modernism and post-modernism, rationalization, democratization, tribalism, globalization, and scientific inquiry.

SOC 166 - Sociological Theory (3)

A critical evaluation of major contemporary sociological theorists as representative of various schools of sociological inquiry. An analysis of social behavior through the application of sociological theory. Prerequisite: SOC 1.

SOC 167 - U.S. Women of Color (3)

An analysis from a social justice perspective, of the historical, economic, legal, political and social implications for life experiences of U.S. women of color. With a focus on Latina, African American, Black, Asian/Pacific Island women, the course will explore strategies for adaptation and acculturation, challenges to cultural identity, value systems, and social stratification.

SOC 175 - Urban Sociology (3)

An examination of the shift from rural to urban communities, the current conditions of a metropolitan lifestyle and the emergent dynamics of the global community. Applying theoretical approaches toward the understanding and resolution of urban dilemmas surrounding topics such as poverty, housing, multi-ethnic populations, on a community and global level. A human rights course.

SOC 176 - Field Work Experience (1.0-3.0)

An on-site field work experiential course for Sociology and Criminology majors. May be taken more than once for one unit credit. May not repeat for three unit credit. Site must be approved by professor. Prerequisite: SOC 1.

SOC 179 - Commodifying Bodies: Human Trafficking Across the Globe (3)

This course explores the complex phenomenon of human trafficking, or modern day slavery. Examples of topics covered will be child trafficking, sex trafficking, organ trafficking and debt bondage. Students will examine what constitutes human trafficking, as well as historical, economic, and social contexts which have produced this global problem. The role of globalization and macro-economic transformations across various societies will be studied. Mapping technology to create visuals of where slavery exists, who it affects, and how it persists will be included.

SOC 180 - Social Stratification and Social Justice (3)

A study of the class system in the United States. This specifically includes an examination of stratification as it occurs by educational and occupational attainment, prestige, status income, and power. Variations among these variables as mediated by race, age and gender will be explored.

SOC 182 - Demography (3)

This course focuses on the study of human population trends and patterns. We will examine the causes and consequences of population change, both on a national and on a global scale. We will explore fertility mortality, and migration rates, analyzing how these factors impact health, labor markets, economics, and cultural diversity in societies.

SOC 185 - Human Rights and Global Development (3)

A study of the multiple interrelationships between political structure, political movements socioeconomic development, environment, and global population change. From a global perspective shifts in population composition, quality of life and resource management and availability, and how these societal conditions are influenced by such forces as political organization, international relations, religion, and environmental conditions will be explored. Comparisons among these socioeconomic and political dimensions between developing and developed nation-states will be discussed, along with the possible implications of globalization for the United States.

SOC 186 - Immigration and Human Rights (3)

An exploration of the complex intersection of immigration and human rights in the context of such topics as globalization, cross-border movement, quality of life, discrimination, the labor market and the law.

SOC 187 - Environmental Studies (3)

A survey study of the relationship between the natural environment and human population demographic change, industrial development and urban life. Topics such as ecosystems biodiversity, pollution, conservation, and natural resource use are examined. Concepts presented will be applied to the Southern California environment. A human rights course.

SOC 189 - Sociology of Aging (3)

A cross-cultural exploration of human development over the life course as experienced in the United States. The influence and impact on development and aging of a range of variables will be analyzed, such as social class, race/ethnicity, education, political climate, and the economic conditions will be explored.

SOC 190 - Social Change and Human Rights (3)

A study of the sociological theories of change from an historical and contemporary perspective. The influence of forces such as migration population increase, advances in technology ecological shifts, social movements, and political revolutions will be examined. Social justice implications of contemporary sociopolitical change will be a focus.

SOC 191 - Social Movements (3)

An exploration of social movements as a cause of social change in society. A selection of social movements, both historical and contemporary will be studied, with an emphasis on reform movements and their reciprocal relation with social justice issues such as social class, healthcare discrimination, political representation, etc. A human rights course.

SOC 193 - Chicana/o and Latina/o Identity in Southern California (3)

This course examines the power and effects of socioeconomic and socio-political issues on the development of Chicana/o and Latina/o identity. The course focus is on issues of education, economics, pop culture, public policy, health, employment and social change in the southern California Chicana/a and Latina/o community.

SOC 194 - Community Health (3)

This course will explore the intersection of macro and micro social variables that influence the diet, health, nutrition, and well-being of communities and their members. Specific diseases, health risks, and dietary needs will be examined as they reflect and interact with geography, socioeconomic status, culture, ethnicity, and social interactions. GIS mapping will be used to illustrate and understand community health issues and outcomes. See GIS 194.

SOC 195 - Sociology of Religion (3)

An examination of the universal psychosocial functions of the institution of religion and of the influence religion has played within the other social institutions, such as in the family, government, education, and economics, in the past and present. The contemporary societal challenges in which religion is involved will also be highlighted.

SOC 196H - Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

SOC 197 - Capstone Experience (3)

The application and integration of the major's program of study through a field work experience, demonstrating mastery of the major scholarly theoretical schools in the field; and, the development of a professional portfolio, which includes a resume, professional plan, a theory application paper, and completed original research project. Internship site is to be mutually agreed upon by student and professor. Taken in senior year.

SOC 197A - Internship (3)

The application of the major's program of study through an internship experience. A minimum of 100 hours of on-site

experience is required along with practicum attendance and participation. Development of a professional portfolio is also required. Internship site is to be selected and mutually agreed upon by student and professor. Open to majors only and SOC 197B to be taken in senior year of study.

SOC 197B - Internship (3)

The application of the major's program of study through an internship experience. A minimum of 100 hours of on-site experience is required along with practicum attendance and participation. Development of a professional portfolio is also required. Internship site is to be selected and mutually agreed upon by student and professor. Open to majors only and SOC 197B to be taken in senior year of study.

SOC 198 - Readings in Sociology (1.0-6.0)

Intensive and independent study in a field of special interest at the culmination of one's sociological work. May be repeated for credit.

SOC 199 - Special Studies (1.0-6.0)

A more advanced or specialized treatment in sociology. May be repeated for credit.

SPA - Spanish**SPA 1 - Elementary Spanish I (4)**

Introduction to Spanish through a variety of communicative approaches in order to develop the four basic skills of listening, speaking, reading, and writing. Emphasis is placed on speaking and listening as well as grammar and writing. GE 4A.

SPA 1A - Elementary Spanish I for Native Speakers (4)

Develops the four skills of listening, speaking, reading, and writing. Emphasis on communication in speaking and grammar. GE 4A.

SPA 2 - Elementary Spanish II (4)

This course is a continuation of Spanish 1. Further develops the fundamental skills stressing reading and writing. Emphasis will be placed on communication, grammar, and vocabulary building. Students will explore the diverse cultures of the Spanish-speaking world, including food, fashion, music, arts, and literature. Prerequisite: SPA 1 or equivalent. GE 4B.

Prerequisite: Take SPA 1 or equivalent.

SPA 2A - Elementary Spanish II for Native Speakers (4)

Further develops the fundamental skills stressing reading and writing. Vocabulary building. Emphasis on communication. Prerequisite: SPA 1 or SPA 1A or equivalent. GE 4B.

SPA 3 - Intermediate Spanish III (3)

This is the logical continuation of Spanish 1 and Spanish 2 for students who are not Spanish-speakers. Emphasis on conversation and oral comprehension. Prerequisite: SPA 2 or equivalent. GE 4B.

Prerequisite: SPA 2 or equivalent.

SPA 3A - Accelerated Spanish III/Spanish for Heritage Speakers (3)

This is a fast-track course for students who can communicate orally in Spanish but need to improve their grammar, vocabulary, and spelling. Prerequisite: SPA 2 or equivalent. GE 4B.

Prerequisite: SPA 2 or equivalent.

SPA 4 - Intermediate Spanish IV (3)

This course is a continuation of Spanish 3 or Spanish 3A with an introduction to the literature and cultural diversity of the Spanish-speaking world. Prerequisite: SPA 3, SPA 103, SPA 3A, SPA 103A or equivalent. GE 4B.

Prerequisite: SPA 3, SPA 103, SPA 3A, SPA 103A or equivalent. GE 4B.

SPA 8 - Oral Comprehension and Conversation (3)

Intensive practice in oral communication both formal and spontaneous. Emphasis on vocabulary building and the acquisition of idiomatic speech patterns. Prerequisite: SPA 2 or instructor's consent.

Prerequisite: SPA 2 or instructor's consent.

SPA 9 - Intermediate Spanish Readings (3)

Literary and journalistic texts from Spain and from Latin America will be read and discussed, to improve reading and conversational skills and underline cultural variances. Prerequisite: SPA 2 or instructor's consent.

Prerequisite: SPA 2 or instructor's consent

SPA 10A - Spanish Phonetics I (1.0-3.0)

This course is an introduction to the study of the Spanish sounds and how they are produced. Students will learn many of the most common phonetic symbols while placing emphasis on those sounds unique to Spanish.

Phonetic differences between English and Spanish will be discussed. Taught in English and Spanish.

SPA 12 - Spanish/Colonial Civilization and Culture (3)

A background course for the study of the arts and literature of Spain and Colonial Spanish America, focusing on historical, social, and cultural developments. Emphasis on cultural differences and similarities.

Prerequisite: Students must complete Spanish I, II, III, & IV before enrolling in SPA 12

SPA 15 - Contrastive Linguistics (3)

This course is designed to teach students of any field to communicate effectively in written and oral form, gain critical, problem solving, research and analytical skills in English and Spanish. The course will introduce the student to modern descriptive linguistics that focuses on first and second language phonology, morphology, syntax, and other structural elements. In addition, the relationship between linguistics and other fields of study such as Psychology, Sociology, and Neuroscience will be explored. Students will be required to do field research in a topic related to the course. The course can be particularly beneficial to those doing service learning, teaching a first or a second language, working as an interpreter, among others. Taught in English. Research in Spanish or English.

SPA 25 - Writing Composition and Grammar (3)

The emphasis is on writing and composition skills with intensive review of verbs and grammatical structures. Prerequisite: SPA 2 or equivalent.

Prerequisite: SPA 2 or equivalent.

SPA 27 - Spanish for Health Professionals (3)

An introduction to medical vocabulary with emphasis on communication, on medical vocabulary and role playing. Prerequisite: Elementary knowledge of Spanish useful, but not required.

SPA 27A - Spanish for Health Professionals (3)

A continuation of SPA 27/SPA 127/SPA 227 with emphasis on communication, on medical vocabulary and role playing. Prerequisite: SPA 27/SPA 127/SPA 227.

SPA 33A - Civilizations and Cultures of Spain (3)

A general view of historical, social, and cultural developments in Spain up to today. This course is given in English through the Weekend College only.

SPA 33B - Civilizations and Cultures of the Americas (3)

Highlights civilizations of Spanish-America with an emphasis on artistic, economic, social, and historical developments as a background for upper division courses. This course is given in English through the Weekend College only.

SPA 44 - Spanish-speaking Civilizations and Cultures in the Americas and Spain (3)

Advanced variable topics course that studies diverse aspects of Hispanic culture, civilization, and history. Conducted in English and Spanish. (HIS 162).

SPA 45 - Cultures of the Spanish-Speaking Peoples in the United States and California (3)

Various historical and modern aspects of the cultures and their roles within the United States and California. Includes origins, values, communication and socialization systems, migration and immigration patterns, as well as relationships with other cultures. Conducted in English. GE 5B or GE 5D.

SPA 49 - Spanish for the Business World (3)

An introduction to the forms, styles, usages and procedures followed in commercial correspondence and business practices in the Spanish-speaking world.

SPA 50 - Chicano/Latino Literature (3)

This course will explore Chicano/Latino literature through various literary genres and the context that prompted the creation of these texts. The focus will be on Chicano writers and other authors from Central and South America, Cuba, and Puerto Rico writing in the United States. Conducted in English.

SPA 51 - Spanish/Latin American Theater in Los Angeles (1)

Students will explore and enjoy Spanish/Latin American Theater in Los Angeles.

SPA 52 - Spanish/Latin Dance in Los Angeles (1)

Students will learn about Spanish/Latin American dances in Los Angeles and their countries.

SPA 94 - Study/Travel (1.0-6.0)

Pre-travel lectures and readings, as well as guided tours in the country, serve as basis for a study/travel program, with each participant developing a project highlighting the travel experiences.

SPA 95 - Latin America in Los Angeles (1)

Students will explore the unknown Latin America in Los Angeles.

SPA 103 - Intermediate Spanish III (3)

This is the logical continuation of Spanish 1 and Spanish 2 for students who are not Spanish-speakers. Emphasis on conversation and oral comprehension. Prerequisite: SPA 2 or equivalent. GE 4B.

Prerequisite: Take SPA 2 or equivalent.

SPA 103A - Accelerated Spanish III/Spanish for Heritage Speakers (3)

This is a fast-track course for students who can communicate orally in Spanish but need to improve their grammar, vocabulary, and spelling. Prerequisite: SPA 2 or equivalent. GE 4B.

Prerequisite: SPA 2 or equivalent.

SPA 104 - Intermediate Spanish IV (3)

This is a Spanish course with emphasis in advance grammar with the diversity of the Spanish speaking-world. Prerequisite: SPA 3/SPA 103-SPA 3A/SPA 103A or equivalent. GE 4B.

Prerequisite: SPA 3/SPA 103-SPA 3A/SPA 103A or equivalent.

SPA 107A - Theory and Practice of Culture (3)

The course addresses the growing domestic and global necessity for understanding and communication across cultural boundaries. This is a theoretical and practical approach to gain global awareness and understanding of cultural differences as well as similarities. Conducted in English.

SPA 107B - Cultural Models and Global Realities (3)

This course features the intercultural dynamics within global socio-political communities. Students will analyze historical events that facilitate their understanding of methodological concepts such as cosmopolitanism in present day societies. This course will include a service learning component that will offer students the opportunity to interview and interact with different cultures through Los Angeles.

SPA 109 - Spanish Writing Lab (3)

Intensive creative and non-creative writing course with emphasis on different forms and styles of writing.

SPA 110 - Chicano & Other Spanish-American Literature in the U.S. (3)

This course offers a representative overview of Chicano and other Spanish-American literary production covering five genres: poetry, theater, novel, short story, and essay. An historical framework is outlined to establish the different periods of Spanish-American creativity from its origins in the U.S. to contemporary times, using a series of works and authors to illustrate their representative social context. Conducted in English.

SPA 111 - Spanish-language Media Writing (3)

Through innovative teaching techniques, this course will guide students in the methods and styles of reporting and writing in Spanish for print, online, and broadcast. It will prepare students to work for Spanish media outlets. Conducted in English and Spanish.

SPA 112 - Spanish/Colonial Civilization and Culture (3)

A study of Spain and Colonial Spanish America, focusing on historical, social, and cultural developments. Conducted in Spanish and English.

SPA 113 - Reporting and News in Spanish (3)

This course will explore Spanish/Latino reporting. A service learning component is included.

SPA 114A - Introduction Translation/Interpretation (3)

This course is designed to introduce the basic concepts, theories and strategies for translation and interpretation from Spanish to English. Students will translate Spanish texts which may include legal, business, medical, social and literary. In addition, students will examine different approaches to idiomatic expressions non-equivalents, tenses and grammatical structures. Prerequisite: Fluency in both languages. Oral Placement Test.

Prerequisite: Fluency in both languages.

SPA 114B - Translation/ Interpretation (3)

This course will continue to acquaint students with concepts, theories and strategies for translation at an advanced level. Focus will be placed on translation and interpretation from English to Spanish. Students will review the fundamentals of written Spanish grammar as prescribed in the latest revision of La Real Academia Espanola and make contrastive analysis between the source and the target language's written form. Translation of texts from the individual student's field(s) of interest will include, but are not limited to, legal, business medical, social and literary.

SPA 115 - Contrastive Linguistics (3)

This course is designed to teach students of any field to communicate effectively in written and oral form, gain critical, problem solving, research and analytical skills in English and Spanish. The course will introduce the student to modern descriptive linguistics that focuses on first and second language phonology, morphology, syntax, and other structural elements. In addition, the relationship between linguistics and other fields of study such as Psychology, Sociology, and Neuroscience will be explored. Students will be required to do field research in a topic related to the course. The course can be particular beneficial to those doing service learning, teaching a first or a second language, working as an interpreter, among others. Taught in English. Research in Spanish or English.

SPA 125 - Spanish Literary Masterpieces (3)

A study of the masterpieces of Spanish literature with emphasis on works by Cervantes, Calderón, Feijoo, Zorilla, Galdós, and Blasco Ibanez, among others.

SPA 127 - Spanish for Health Professionals (3)

An introduction to medical vocabulary with emphasis on communication, on medical vocabulary and role playing. Prerequisite: Elementary knowledge of Spanish useful, but not required.

SPA 127A - Spanish for Health Professionals (3)

A continuation of SPA 27/SPA 127/SPA 227 with emphasis on communication, on medical vocabulary and role playing. Prerequisite: SPA 27/SPA 127/SPA 227.

SPA 129 - Don Quijote (3)

A course analyzing Don Quixote and a selection of Cervantes' short stories.

SPA 132 - Studies in the Generation of 1898 (3)

A study of the Generation of '98 as reflected in the works of major representative authors.

SPA 135 - Contemporary Spanish Literature (3)

Major trends of twentieth and twenty-first century poetry, prose, and other genres of literature.

SPA 140 - Contemporary Spanish-American Literature (3)

A study of the most outstanding works by contemporary Spanish and Spanish-American writers such as Octavio Paz, Carlos Fuentes, Vargas Llosa, Gabriel Garcia Marquez and others, including women writers and emerging writers.

SPA 141 - Dictatorship and Resistance in Latin American Literature (3)

Topical study of dictatorships and resistance from the margins as represented in Latin American literature. This course incorporates historical context about specific Latin American dictatorships as well as readings that explore literary portrayal and subversion of the nationalist rhetoric of those dictatorships. Offered in English and/or Spanish as needed.

SPA 144 - Spanish-speaking Civilizations and Cultures in the Americas and Spain (3)

Variable topics course that study diverse aspects of Hispanic culture and civilization. Conducted in Spanish and English. (HIS 162).

SPA 145 - Cultures of the Spanish-Speaking Peoples in the United States and California (3)

Various historical and modern aspects of the cultures and their roles within the United States and California. Includes origins, values, communication and socialization systems, migration and immigration patterns, as well as relationships with other cultures. Conducted in English. GE 5B or GE 5D.

SPA 146 - Women Writers in Spanish-American Literature (3)

Study of selected works of Spanish and Latin American women, exploring women's literary traditions and their relationships to mainstream literary movements.

SPA 147 - Special Topics in Spanish Studies (3)

This course will foster the exploration of special interest areas in Spanish language and culture: from music to literature to specific authors and artists. Course content will be defined and announced when the course is offered.

SPA 148 - Film and Literature in Spanish-America (3)

Analysis of main aesthetic, cultural, and philosophical questions in the Spanish-American world as articulated in selected literature and films. The selection of films and texts will highlight issues related to the representation of history as well as questions of identity, race, ethnicity, class, and gender to gain global awareness and understanding. Conducted in both English and Spanish.

SPA 149 - Spanish for the Business World (3)

An introduction to the forms, styles, usages and procedures followed in commercial correspondence and business practices in the Spanish-speaking world.

SPA 150 - Chicano/Latino Literature (3)

This course will explore Chicano/Latino literature through various literary genres and the context that prompted the creation of these texts. The focus will be on Chicano writers and other authors from Central and South America, Cuba, and Puerto Rico writing in the United States. Conducted in English.

SPA 151 - Spanish/Latin American Theater in Los Angeles (3)

Students will explore and enjoy Spanish/Latin American Theater in Los Angeles.

SPA 152 - Spanish/Latin American Art in Los Angeles (1)

Students will learn about Spanish/Latin American art in Los Angeles.

SPA 153 - Peeking Across Borders (3)

This course aims to analyze the relationship between transnational and gender identities and literary practices within U.S. Latina Literature. In particular, we will examine how U.S. Latina writers incorporate fluid performances of gender and national identities in literature for self-empowerment. GE 5C or GE 5D.

SPA 190A - Internship Program (3)

Internship program in an area related to the student's emphasis and professional interest.

SPA 190B - Internship Program (3)

Internship program in an area related to the student's emphasis and professional interest.

SPA 190C - Internship Program (3)

Internship program in an area related to the student's emphasis and professional interest.

SPA 191 - Senior Thesis (3)

Directed research project required for Spanish majors. The topic of research may be related to the student's personal and academic interests. Students must enroll in their thesis course no later than the first semester of their senior year.

SPA 194 - Study/Travel (1.0-6.0)

Pre-travel lectures and readings as well as guided tours in the country will serve as a basis for a study/travel program, with each participant developing a research project that reflects their personal and academic interests.

SPA 195 - Latin America in Los Angeles (1)

Students will explore the unknown Latin America in Los Angeles.

SPA 196H - Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

SPA 198A - Directed Readings (3)

Directed readings selected from authors representative of significant literary periods. May be repeated for credit.

SPA 198B - Directed Readings (3)

Directed readings selected from authors representative of significant literary periods. May be repeated for credit.

SPA 199A - Independent Studies (1.0-3.0)

Directed readings and research. For qualified students with the approval of the department. May be repeated for credit.

SPA 199B - Independent Studies (1.0-3.0)

Directed readings and research. For qualified students with the approval of the department. May be repeated for credit.

SPA 227 - Spanish for Health Professionals (3)

An introduction to medical vocabulary with emphasis on communication, on medical vocabulary and role playing. Prerequisite: Elementary knowledge of Spanish useful, but not required.

SPA 227A - Spanish for Health Professionals (3)

A continuation of SPA 227 with emphasis on communication, on medical vocabulary and role playing. Prerequisite: SPA 227.

SPA 244 - Spanish-speaking Civilizations and Cultures in the Americas and Spain (3)

Advanced variable topics course that studies diverse aspects of Hispanic culture, civilization, and history. Conducted in English and Spanish. (HIS 162).

SPE - Speech

SPE 10 - Introduction to Communication (2)

Introduction to basic principles of communication theory in both small and large groups together with practice in discussion and speech delivery.

SPE 91 - Directed Study (1.0-3.0)

Study in a field of special interest in speech or drama, under the direction of a department member. May be repeated for credit.

SPE 92 - Special Studies (1.0-3.0)

Exploration of special interests in speech communication or drama. May be repeated for credit.

SPE 96 - Workshop (1.0-3.0)

May be repeated for credit.

SPE 192 - Special Studies (1.0-3.0)

Exploration of special interests in speech communication or drama. May be repeated for credit.

SPE 196 - Workshop (1.0-3.0)

May be repeated for credit.

SPR - Special Programs

SPR 11 - Preparation for Nursing Entrance Exam (1.0-3.0)

Cr/Nc

SPR 12 - Studies in Humanities (1.0-3.0)

May be repeated for credit.

SPR 13 - Studies in Contemporary Society (1.0-3.0)

May be repeated for credit.

SPR 14 - Independent Study (1.0-3.0)

May be repeated for credit.

SPR 15 - Workshop (1.0-3.0)

May be repeated for credit.

SPR 18 - Career Planning Seminar (1)

Assessment of one's needs, interests, skills, and values, application to decisions about work leisure time, choice of major, and academic planning. Introduction to sources of career information and traditional and non-traditional search methods, with special emphasis on resume writing and

interviewing skills. Required for Business Administration majors.

SPR 22X - Mastering Academic Success (1)

An opportunity for students to learn and adopt concrete techniques and specific strategies for success in college. Credit does not apply to the Baccalaureate degree. (Graded)

SPR 23X - Strategies for Academic Success (1)

The objective of this course is to empower students with academic skills necessary to return to acceptable academic standing during the current semester. The student will gain skills to enable her to self-assess and make appropriate adjustments in academic habits essential for long-term collegiate and professional success. Credit does not apply to the Baccalaureate degree.

SPR 25 - Scholar Mentor Seminar (1)

A survey of the issues and skills needed for successful peer tutoring. Emphasis is placed on understanding of tutoring principles and practices important for initiating a productive tutorial relationship. Permission of instructor is required.

SPR 25A - Resident Assistant Seminar (1)

A more advanced course which is designed to develop leadership skills. Special attention is paid to self-understanding, program presentation and problem solving. Permission of instructor is required. May be repeated for credit.

SPR 26 - Student Advocate Class (1)

This class is designed to introduce student leaders to skills necessary to be effective student advocates. Topics of discussion include group dynamics, confidentiality, networking, and interpersonal communication skills. Special attention is focused on the complexities of responding to counseling situations encountered in their day to day work. Permission of instructor is required.

SPR 27 - Student Health Advocate (1)

This course is designed to assist the student in the development of skills effective in health promotion. The student will be guided through a selection of a health-related subjects pertinent to the college or community population development of a plan to design and deliver the information through selected media, and evaluation of the project outcomes. Permission of instructor is required.

SPR 51X - College Skills: Reading (1)

A course designed to address the vocabulary speech, and comprehension skills required to meet the demands of

college classes. Credit does not apply to the Baccalaureate degree. (Graded)

SPR 55X - Reading Development (3)

A course designed to strengthen reading skills with an emphasis on reading speed, reading comprehension, vocabulary development, and a love of reading. It includes study skills development through the study of structural analysis and context clues and the reading and discussion of selected imaginative and expository pieces. Credit does not apply to the Baccalaureate degree. (Graded)

SPR 56X - College Skills: Mathematics (1)

A course designed to address the basic math skills in addition, subtraction, multiplication and division of whole numbers, fractions, and decimals. Credit does not apply to the Baccalaureate degree. (CR/NC)

SPR 57X - Basic Mathematics (3)

A skills course in fundamental processes of arithmetic designed to develop both proficiency and speed in addition, subtraction multiplication, and division of whole numbers fractions, and decimals. (Graded) Does not fulfill AA Liberal Arts math requirement. Credit does not apply to the Baccalaureate degree.

SPR 60A - Social Action (1.0-3.0)

A multi-faceted community action program geared to help people in need. Approximately fifteen hours of volunteer work under supervision in an approved agency or center and a weekly seminar required. May be repeated for credit. Fulfills outreach requirement which may also be fulfilled by fieldwork or clinical experience required by specific majors, or by successful completion of a service learning (SL) course.

SPR 70 - Careers in Health (1)

A course designed to explore selected careers in health. Gives the student an opportunity to develop career goals related to individual interest and skills. Required for AA. Pre-health majors. (Graded)

SPR 71X - Preparation for Nursing (1)

Introduces cognitive skills and learned behaviors required for the professional nursing role. Practice and development of communication skills, word and reading comprehension, math calculations, test-taking skills, and time management. Recommended for students preparing for the Baccalaureate nursing program. Does not fulfill the requirement for NUR 42A, Fundamentals of Nursing and credit does not apply toward the Baccalaureate degree. Prerequisite: Declared nursing major and success in required courses.

SPR 72 - Career Exploration (1)

Designed to allow students with undeclared majors or those considering a change of major to explore educational and career options. Using various assessment tools and exercises students will examine their talents, skills, interests and values as they relate to determining major and career choices. Emphasis placed on the decision-making process in regards to choosing appropriate major and career goals. Resume and cover letter writing as well as interviewing skills will be discussed. (Graded)

SPR 86A - Foundations for Success (1)

This course is designed to assist new students in successfully transitioning into MSMU's rigorous online and blended learning format. College Success specialists conduct this in-person intensive session. Course topics may include time-management, effective utilization of college technology, self-care and stress management academic planning, career planning and introduction to college resources.

SPR 86B - Foundations for Success (1)

This course is designed to assist new students in successfully transitioning into MSMU's rigorous online and blended learning format. College Success specialists conduct this in-person intensive session. Course topics may include time-management, effective utilization of college technology, self-care and stress management academic planning, career planning and introduction to college resources. Prerequisite: SPR 86A (p. 444).

SPR 86C - Foundations for Success (1)

This course is designed to assist new students in successfully transitioning into MSMU's rigorous online and blended learning format. College Success specialists conduct this in-person intensive session. Course topics may include time-management, effective utilization of college technology, self-care and stress management academic planning, career planning and introduction to college resources. Prerequisite: SPR 86B (p. 444).

SPR 87 - Technology Internship (0.5)

In this course, a student participates by assisting faculty and various academic and administrative departments in using technology effectively and efficiently. Students should have a reasonable understanding of computers prior to enrolling in this course. Under the direction of the Coordinator for Technology Mediated Instruction, students are given appropriate training and placed in areas of need and student interest, such as video conferencing, web page design and development, technology equipment distribution/set up. May be repeated for credit.

SPR 96X - Summer Study Skills Workshop (1)

Workshop offered to incoming freshmen to review study skills and prepare for college level work in writing, reading, basic math, and studying the sciences. Credit does not apply to the Baccalaureate degree.

SPR 99 - Undergraduate Teaching Assistant (1)

After participation in an extended training seminar, undergraduate teaching assistants will support the faculty of FYS 1 and FYS 2 First Year Seminar. Responsibilities may include facilitating class discussion, reviewing assignments, providing assistance, support and encouragement to first-year students, serving as a role model and engaging in out-of-class contact with students. Upon completion of the semester the teaching assistant is required to submit a reflective journal. Enrollment is limited to students selected for this leadership position. Permission of instructor is required.

SPR 118 - Career Planning Seminar (1)

Assessment of one's needs, interests, skills, and values, application to decisions about work leisure time, choice of major, and academic planning. Introduction to sources of career information and traditional and non-traditional search methods, with special emphasis on resume writing and interviewing skills. Required for Business Administration majors.

SPR 127 - Student Health Advocate (1)

This course is designed to assist the student in the development of skills effective in health promotion. The student will be guided through a selection of a health-related subjects pertinent to the college or community population development of a plan to design and deliver the information through selected media, and evaluation of the project outcomes. Permission of instructor is required.

SW - Social Work**SW 1 - Social Welfare, Social Movements, & Social Change (3)**

This course provides an introduction to both the historical and contemporary social problems, social conditions, and social movements that influence social change and the development of social welfare policy and programs. In this course, students will explore the origins, core concepts, perspectives, and theories related to social welfare, social movements, and social change. With a focus on the understanding that every person regardless of position in society has fundamental human rights, students will learn about the core contributing factors that impact social inequalities, the factors that lead people to participate in social movements, how such movements shape the overall

welfare of people, and how human need and social justice guide strategies to promote social change. GE 5B.

SW 3 - Fundamentals in APA Style (1)

This course will provide a comprehensive overview of the basic rules of APA style as outlined in the Publication Manual of the American Psychological Association, 6th Ed, 2nd printing. Students in the social sciences and related fields will develop an understanding and practice the core elements of paper and research manuscript execution. As a means to prepare students for their Quantitative and Qualitative Research Methods courses, topics in the course will include the following components: writing for the social sciences; paper and manuscript structure and content; writing principles and the mechanics of style; displaying results; crediting sources; reference lists.

SW 4 - Professional Development for Social Work Practice (3)

This course will provide students an opportunity to learn and develop the necessary skills to engage in the preliminary stages of professional development as it relates to the field of social welfare. Designed for different levels of decidedness about their graduate school and career aspirations, this course will involve thoughtful self-assessment, address the social, economic, or personal conditions affecting the decision-making process, and incorporate strategies aimed toward the development of a personalized plan. A review of the wide variety of careers available for social workers will be introduced, and the course will utilize a combination of lectures, readings, individual or small group activities and projects, and graduate school or career panels. Students will also receive individualized guidance and have opportunities to develop their personal statements, resumes, and interviewing skills.

SW 6 - Child, Family, & Community (3)

Examines the developing child in a societal context focusing on the interrelationship of family, school and community and emphasizes historical and socio-cultural factors. The processes of socialization and identity development will be highlighted, showing the importance of respectful, reciprocal relationships that support and empower families. (Formerly SOC 6) GE 5B or GE 5D

SW 13 - Anatomy for Social Services (3)

An introduction to the structure of the human body. This course provides a basic understanding of the human organism and explores the relationship between psychosocial functioning and biological functioning. It is designed for those preparing for the social services professions such as social work. Open to Human Services Sociology, Social Work and Gerontology majors only.

SW 38 - Social Statistics and Data Analysis for Social Workers (3)

This course introduces you to the basics of social statistics—techniques that social scientists use to summarize numeric data obtained from censuses, surveys, and experiments. The course will familiarize students with the basic concepts of descriptive and inferential statistics. Students will be exposed to elementary data analysis techniques, which use statistics in order to interpret findings reported in the social work research literature. The topics include frequency distribution, central tendency, variability, probability theory, and estimation.

SW 104 - Human Behavior in the Social Environment I (3)

This course explores major biopsychosocial theories and theories of human behavior and development of individuals, families, groups, organizations, and communities, with a focus on infancy through adolescence. Concepts such as diversity, social justice, ecological perspective, and empowerment are included.

SW 105 - Human Behavior in the Social Environment II (3)

This course explores major biopsychosocial theories and theories of human behavior and development of individuals, families, groups, organizations, and communities, with a focus on early through late adulthood. Concepts such as diversity, social justice, ecological perspective, and empowerment are included.

SW 109 - Communication & Writing Essentials (3)

Practice in the fundamentals of social services/helping professions communication. Students complete a variety of assignments exemplifying the types of writing routinely practiced in the helping professions—including letters, news releases, reports, proposals, instructions, and other forms of communication. Emphasis on real world experience and application.

Prerequisite: ENG 1A, ENG 1B with a grade of C or better

SW 110 - Writing Skills for Social Worker Profession (3)

This course focuses on making the transition from academic writing to professional writing. The course provides writing instruction on good command of college-level written English. Professional writing for the purpose of this course will focus on best practices as related to specific types of documents written.

Prerequisite: ENG 1A, ENG 1B with a grade of C or better

SW 111 - Social Welfare Policy (3)

Students will examine social welfare policies at the federal, state, and local levels that form the context of direct practice. Students will analyze social welfare legislation and programs past and present. In addition, students will review and discuss social work roles in policy development, analysis, and implementation.

SW 113 - Field Practicum & Seminar I (4)

Students will begin practice experience using social work knowledge, skills, values, and ethics in social agency. A concurrent field practicum assists in the development of generalist practice skills, with individuals, families, groups and larger systems. Students will complete 200 hours serving diverse client populations while under the supervision of a professional social worker. This course is part of one of two semester field placement.

Prerequisite: SW 128, SW 22, SOC 117, SOC 118, with a grade of C or better.

SW 114 - Field Practicum & Seminar II (4)

Students will have the opportunity to demonstrate social work knowledge, skills, values and ethics in a social agency. The concurrent field practicum assists the students in the development of generalist practice skills with individuals, families, groups and larger systems. Students will complete 200 hours of agency field work serving diverse client populations while under the supervision of a professional social worker. This course is part of their second semester field practicum and serves as the capstone for the major.

SW 115 - Community Engagement (3)

In this course, students will learn about the landscape of human and social services, including the types of agencies, variability of services offered, client populations served, and the role of the social worker in agencies. In addition to class meetings, students will complete a project that explores social welfare from a macro-level in the community.

Prerequisite: SW 128 with a grade of C or better

Corequisite: SW 122

SW 115A - Community Engagement (2)

In this course, students will learn about the landscape of human and social services, including the types of agencies, variability of services offered, client populations served, and the role of the social worker in agencies. In addition to class meetings, students will complete a project that explores social welfare from a macro-level in the community.

Prerequisite: SW 128 with a grade of C or better

SW 115B - Community Engagement (2)

In this course, students will learn about the landscape of human and social services, including the types of agencies, variability of services offered, client populations served, and the role of the social worker in agencies. In addition to class meetings, students will complete a project that explores social welfare from a macro-level in the community.

SW 117 - Quantitative Research Methods in Social Work (3)

This research course equips students with the knowledge and competence in quantitative research methods needed to conduct independent research in social work practice or social welfare policy. The purpose of this course is to prepare students to select and implement research designs that are appropriate and adequate for answering contemporary social work practice and social welfare policy research questions.

Prerequisite: SOC 1 and SOC 117

SW 118 - Qualitative Research Methods (3)

An introduction to qualitative methods used in social science research. Ethnographic methods such as observation, case studies, and interviewing techniques will be studied.

Prerequisite: SOC 1 and SOC 117

SW 121 - Human Services Ethics (3)

An examination of the values, strategies, and skills that provide a framework for ethical decisions, ethical behaviors, and an ethical climate in the human services. The NASW Code of Ethics and social justice will provide the context for the professional development of social workers, site managers, and human services leaders.

SW 122 - Generalist Practice I (3)

This is the first of a four-course Generalist Practice sequence presenting the foundational knowledge, values, and skills essential for Generalist Social Work Practice. Students develop the skills to build helping relationships across all client system levels, including individual, family, group, organization, and community. The course focuses on communication, basic interpersonal skills, relationship-building and maintenance, with particular emphasis upon the use of interviewing. This course explores the meaning and development of the professional self.

Prerequisite: SW 128 with a grade of C or better

Corequisite: SW 104

SW 123 - Generalist Practice II (3)

Generalist Practice II is the second in a four-course Generalist Practice sequence. This course introduces the use of the Generalist Intervention Model (GIM) with diverse, urban populations at risk, focusing on multiple-level interventions, including those individuals (micro) families/group (mezzo), organizations and communities (macro). The planned change steps in the GIM of engagement assessment and planning will be the focus of the study.

Prerequisite: SW 104 with a grade of C or better

SW 126 - Case Management & Intake Assessment for Social Workers (3)

This course will assist students in developing skills associated with effective case management in a social service setting. The case management process is traced from the intake interview to termination of services, with in-depth attention given to the three phases of case management: assessment, planning, and implementation. Emphasis is given to exploration of the responsibilities and skills of the effective case manager. In addition, the context in which the case management process occurs is reviewed and organizational, legal, and ethical issues confronting the case manager are addressed. Historical perspectives of case management and theoretical models utilized by case managers are discussed in detail. Students will be required to complete a simulated case management project from initial screening to evaluation.

SW 128 - Introduction to Social Work (3)

An introduction to the basic theories and practice in the field of social work. Course will emphasize human diversity (including cultural gender, age, SES, personality, geographic locale and special populations such as victims of violence and the homeless), problem-solving and intervention modalities that can be used for individuals and families. Interactional processes between client and social worker will also be a major focus, along with assessment, planning practice actions and evaluation methods.

SW 129 - Professional Development for Social Work Practice (3)

This course will provide students an opportunity to learn and develop the necessary skills to engage in the preliminary stages of professional development as it relates to the field of social welfare. Designed for different levels of decidedness about their graduate school and career aspirations, this course will involve thoughtful self-assessment, address the social, economic, or personal conditions affecting the decision-making process, and incorporate strategies aimed toward the development of a personalized plan. A review of the wide variety of careers available for social workers will be

introduced, and the course will utilize a combination of lectures, readings, individual or small group activities and projects, and graduate school or career panels. Students will also receive individualized guidance and have opportunities to develop their personal statements, resumes, and interviewing skills.

SW 130 - Social Work Practice in Schools (3)

This course focuses on the knowledge, skills and values appropriate for social work practice within the school setting. Understanding of the school context and its politics are highlighted. Special attention is given to working with pupils, teachers, parents and administrators as well as interfacing with the community. Emphasis is placed on the tasks of social assessment for educational planning, the formulation of goals and objectives, record keeping and accessing school resources and external referrals. Theoretical approaches include evidence based practice, problem solving, brief and group treatment.

SW 133 - Social Work Practice with Older Adults (3)

This course is designed to give students an understanding of the origins, nature and scope and dynamics of the social problems of older adults and their families in the U.S. and to acquaint students with programs and services available to older adults.

SW 135A - International Experience for Social Workers (1-6)

This course is designed to provide students with an international learning opportunity aimed at stimulating and expanding students' perspectives in cross-cultural and cross-national human services systems. It encourages students to experience, first-hand, new international and cross-cultural learning in a variety of human service settings. The focus is on application of knowledge, values, and skills, and the problem-solving process to human service services policy, programs/services, and practices. The course content views the impact of gender, culture, ethnicity, economic status, sexual orientation, religion/spirituality, age, generation and ability across the lifespan on human service issues. Students enrolled in this course will be required to participate in a short-term travel study opportunity. The course can be taken for 1.0-6.0 units. May be repeated for credit.

SW 135B - International Experience for Social Workers (1-6)

This course is designed to provide students with an international learning opportunity aimed at stimulating and expanding students' perspectives in cross-cultural and cross-national human services systems. It encourages students to experience, first-hand, new international and cross-cultural learning in a variety of human service settings. The focus is

on application of knowledge, values, and skills, and the problem-solving process to human service services policy, programs/services, and practices. The course content views the impact of gender, culture, ethnicity, economic status, sexual orientation, religion/spirituality, age, generation and ability across the lifespan on human service issues. Students enrolled in this course will be required to participate in a short-term travel study opportunity. The course can be taken for 1.0-6.0 units. May be repeated for credit.

SW 135C - International Experience for Social Workers (1-6)

This course is designed to provide students with an international learning opportunity aimed at stimulating and expanding students' perspectives in cross-cultural and cross-national human services systems. It encourages students to experience, first-hand, new international and cross-cultural learning in a variety of human service settings. The focus is on application of knowledge, values, and skills, and the problem-solving process to human service services policy, programs/services, and practices. The course content views the impact of gender, culture, ethnicity, economic status, sexual orientation, religion/spirituality, age, generation and ability across the lifespan on human service issues. Students enrolled in this course will be required to participate in a short-term travel study opportunity. The course can be taken for 1.0-6.0 units. May be repeated for credit.

SW 135D - International Experience for Social Workers (1-6)

This course is designed to provide students with an international learning opportunity aimed at stimulating and expanding students' perspectives in cross-cultural and cross-national human services systems. It encourages students to experience, first-hand, new international and cross-cultural learning in a variety of human service settings. The focus is on application of knowledge, values, and skills, and the problem-solving process to human service services policy, programs/services, and practices. The course content views the impact of gender, culture, ethnicity, economic status, sexual orientation, religion/spirituality, age, generation and ability across the lifespan on human service issues. Students enrolled in this course will be required to participate in a short-term travel study opportunity. The course can be taken for 1.0-6.0 units. May be repeated for credit.

SW 135E - International Experience for Social Workers (1-6)

This course is designed to provide students with an international learning opportunity aimed at stimulating and expanding students' perspectives in cross-cultural and cross-national human services systems. It encourages students to experience, first-hand, new international and cross-cultural

learning in a variety of human service settings. The focus is on application of knowledge, values, and skills, and the problem-solving process to human service services policy, programs/services, and practices. The course content views the impact of gender, culture, ethnicity, economic status, sexual orientation, religion/spirituality, age, generation and ability across the lifespan on human service issues. Students enrolled in this course will be required to participate in a short-term travel study opportunity. The course can be taken for 1.0-6.0 units. May be repeated for credit.

SW 136 - Diversity and Advancing Human Rights (3)

The course provides a critical perspective on current issues and problems in American racism, sexism, heterosexism, ableism, and ageism. These issues and problems are studied in the context of the dynamics of social process, historical and anthropological perspectives, and theories of prejudice and social change. Social work's responsibility to contribute to solutions is emphasized. Different models for examining the issues of race, sex, sexual orientation, age, and ability are presented.

SW 139 - Poverty and Homelessness (3)

Introduction to the complex issues surrounding homelessness in America including epidemiology, demographics, history and public beliefs and attitudes. It explores structural conditions and personal attributes posited as causes of contemporary homelessness. Varying social policies and service needs of homeless persons are discussed.

SW 140 - Social Work Practice with U.S. Service Members, Military Families, & Veterans (3)

This course will introduce students to military life and culture, stressors and sources of support for military service members, veterans, and their families. We will focus in particular on the impacts of recent wars in Afghanistan (Operation Enduring Freedom) and Iraq (Operation Iraqi Freedom) on individuals and families. Topics will include deployment-related separation, combat related stress, trauma, loss, and transitioning from service. We will examine the range of policies and programs to promote the health and well-being of service members, veterans, and their families.

SW 141 - Social Work Practice in Addictions (3)

History, current understanding, assessment, and treatment of problematic substance abuse. Provided knowledge and social work skills to conceptualize, screen, assess, and treat substance abuse and co-occurring disorders (i.e., mental illness and substance use disorders). A biopsychosocial perspective is emphasized.

SW 142 - Social Work Practice with Refugees and Immigrants (3)

The content of the course will be the identification and application of clinical social work assessment and intervention of the major migrant groups, to prepare students to provide advanced clinical services to individuals and families who are currently living in the U.S. The course will build a knowledge base necessary to effectively work with immigrant and refugee populations, in general, and with immigrants who have suffered violence and trauma in particular. Experiences of the migrants and the group and individual characteristics relevant to immigration will be explored and discussed. The general topics for the course have been chosen specifically to cover the arenas of immigration: (1) the migration experience; (2) the characteristics of immigrants who are currently relocating in the U.S., including an analysis of the Western perspective ; (3) the process of acculturation and assimilation, including the controversies embedded in these concepts; (4) the interface of migration, violence and trauma; and (5) the multi-theoretical, multisystemic ecological process of assessment and intervention with a greater awareness and understanding of non-Western perspectives on mental health and healing among the various immigrant and refugee populations.

SW 143 - Social Work Practice in Mental Health (3)

This practice course focuses on a biopsychosocial understanding of mental well-being and mental illness from a social work and social environment perspective. It gives special attention to the social work view in relation to the person-in-environment and other classification systems available to the practitioner. The course emphasizes an appreciation of the critical influence of culture, class, race and ethnicity, religion, and social values of the individual, family, group, and social institutions in the assessment of client strengths and vulnerabilities. The course critically reviews current classification systems and major theories regarding the nature of mental disorders, their diagnoses and etiologies, and the treatment approaches available to help people in their recovery.

SW 144 - Social Work Practice in Building Financial Assets and Capacity for Vulnerable Families (3)

This course offers students the ability to understand that factors that impact individual financial security, learn about strategies for managing cash flow, credit and debt, and savings. In addition, students will understand the potential for private market financial services solutions for underserved populations. Students will also learn how public programs support economic stability, learn how to assess and prevent household financial problems in direct practice, and

lastly apply new financial skills to develop tools and resources to support local programs or providers.

SW 145 - Social Practice and Family Violence (3)

An overview of the risk factors and trauma effects of the major forms of family violence. Models of prevention and intervention will be described. Attitudes about family violence will be explored. Basic skills for detecting abuse and making referrals will be taught.

SW 146 - Social Work Practice: Family Law and Children's Rights (3)

This course provides a framework for understanding family law and social policy. It examines the impact of family law on the social work profession. The class discusses issues of marriage, less formal spousal relationships, husband-wife relationships, divorce and its economic and custody consequences, child custody and support, children's rights, and post-divorce relationships.

SW 147 - Social Work Practice with Gay, Lesbian, Bisexual, Transgender (GBTL) Individuals (3)

The purpose of this course is to introduce contemporary topics related to the social welfare of gay,lesbian, bisexual and transgender (GLBT) individuals. Issues addressed are related to development,health disparities, family, research, history, and ethics. The course is designed to enhance student understanding of issues related to GLBT individuals in America. A life cycle perspective will be presented to highlight the unique issues of LGBT people at various stages of human development. Overlapping sexual orientation, in addition to these generational considerations, are the many other aspects of diversity present in the LGBT community, including race, ethnicity, class, gender, physical and mental abilities, religion, and national origin. Students will be exposed to empirical literature on LGBT issues that will inform their understanding of past, present, and future challenges facing the LGBT community in light of its many complexities.

SW 148 - Contemporary Global Issues in Social Welfare (3)

This course is designed to expose students to a variety of contemporary global human rights and social justice issues related to social welfare and human behavior in the social environment. Students will engage in critical thinking and analysis of global issues from a comprehensive global framework. The course will explore how historical, cultural, economic, political, and religious factors impact social welfare policies and the delivery of social welfare services in different regions worldwide. Students will acquire a knowledge base of contemporary global issues conceptualizing international social welfare practice at the

micro, mezzo, and macro levels in the areas of social welfare policy, direct practice, research, cross-cultural collaboration, and human behavior in the social environment. *NOTE: In order for students to use this course to count for the units required for LACE Integrative Scholarship, please know that you must simultaneously enroll in both this course and FLM 102: Cell Phone Cinema course during the same semester. If you do not intend to use this course to count for the units required for LACE Integrative Scholarship but rather as a social work major elective or as a general elective, then know that you do not need to concurrently enroll in FLM 102: Cell Phone Cinema. GE 6A when linked with FLM 102.*

SW 196H - Honors Thesis (1-3)

This course is for students admitted to the Honors program. Repeatable for a total maximum of three units.

SW 198 - Advanced Research Methods (1-6)

This course is for students who have successfully fulfilled both social work research methods courses within the department and have been selected to complete an additional individual or group research project. Special topics offered for 1.0-6.0 units. Topics will vary from semester to semester and be different for different sections. May be repeated for credit.

SW 199 - Special Topics (1-3)

This course is for special topics offered for 1.0-3.0 units. Topics will vary from semester to semester and be different for different sections. May be repeated for credit.

TGL - Tagalog

TGL 101 - Exploring Filipino Language and Culture (0.0-6.0)

Tagalog is a course designed to immerse students in Filipino language and culture with special focus on Tagalog. Experiential learning will be included. Course may be repeated for a total maximum of six (6) units. Can be taken as elective credit only.

WST - Women's Studies

WST 101 - Introduction to Women's Studies (3)

Analyzes the theories, concepts and issues in Women's Studies. Emphasis is placed on leadership, social justice and agency. This course focuses on women's issues (both historical and contemporary) by examining how gender interacts with race, class, sexuality and ethnicity. Gender is

applied to various forms of social organization in different societies such as work, health, education, mass communication/media law and policy.

WST 191 - Internship in Leadership (3)

Qualified students intern in nonprofit organizations, government offices, or businesses where women's needs and concerns are being addressed. Selected readings and a written analysis of issues and experiences are required. Prerequisite: WST 101. Maximum 3 units may be applied towards WST minor.

Prerequisite: Take WST 101

WST 196H - Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

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William G. McGagh

Paula A. Meichtry '66

Michelle Melanson '75

Rosemary Moothart '70

Jean Marie Moynier '62

Sheila Kelly Muller '57

Jane Nadeau '98

Mickey Leahy Payne '64

Casey Quinn

Janet K. Robinson

Mark Rubin

Pamela Rubin

Susan Sargent '75

William P. Sargent

Mariette Sawchuk

Alexander Sawchuk

Dianne Plou Schautschick '65

Donald Sloper

Mary Caratan Sloper '62

Peggy Leahy Starr '64

Angela Patin Stern '81

Cecilia "Ceci" Schmahl Stratford '64

Gail Sullivan

John P. Sullivan

Julio M. Torres, MD

Christopher E. Turner

Katherine Schreuder Whitman '63

Academic and Student Affairs

Amber Anderson, M.Ed.

Assistant Director of Residence Life, Doheny

Patricia Barberie, M.A.

Assistant Director, Academic Advisement

Chinako Belanger, B.A.

Associate Director of Residence Life, Chalon Campus

Lindsay Connors, B.A.

Assistant Director, Sports and Wellness

Laura Crow, M.Ed.

Dean of Student Life, Chalon Campus

Jessica Cuevas, M.A., M.B.A.

Dean of Student life, Doheny Campus

Rocio De Leon, M.S.

Registrar

Jennifer Frias, M.A.

Assistant Director of Student Programming and Commuter Services

Pam Gist, Ph.D.

Dean, Associate in Arts Programs

Wendy Galan, M.A.

Director, Child Development Center

Silvie Garcia-Martin, M.A.

Associate Director for Learning Assistance Programs

Laura Gomez, M.A.

Assistant Director for Campus Ministry and Music Ministry Director, Chalon Campus

Gail Gresser, Ph.D.

Director of Campus Ministry

Alison Halpern, RD, CHES

Wellness Manager

Christine Hernandez , M.S.Ed.

Associate Director of Women's Leadership & Student Involvement

Elisa Hernandez, M.A.

Assistant Director, Career Services and Internships

Autumn Johnson, M.S.

Director of Sports and Wellness

Rosalyn Kempf, Ed.D.

Assistant Vice President for Student Affairs and Women's Leadership

Dean Kilgour, B.A.

Assistant Vice President, Enrollment Management

Mary Kranz, M.A.T., M.L.S.

Assistant Librarian, Doheny Campus

Gaile Krause, M.A.

Assistant Director for Campus Ministry, Doheny

Veronica Martinez, M.A.

Director of Academic Support Center & ISAE

Michael McFatridge, B.A.

Director, Campus Security

Guadalupe Moore, M.A.

Assistant Registrar, Chalon Campus

Faraah Mullings, Ed.D.

Director of Student Programming and Commuter Services

Kendra Nickerson, Ph.D.

Associate Director and Training Director, Counseling and Psychological Services

Maryann Nguyen, M.A.

Assistant Director of Student Affairs and Civility

Brittney Plascencia, M.S.

Associate Director of Women's Leadership

Veronica Portillo, M.S.

Assistant Director, Weekend College

Brandon Roberson, M.A.

Director of Learning Resource Center

Bernadette Robert, B.A.

Associate Vice President for Diversity, Equity and Inclusion and Title IX Coordinator

Cristina Salcedo

Assistant Director of Campus Security

Michelle Saldana, M.A.

Director of Residence Life

Susan K. Salem, Ph.D.

Director of Counseling and Psychological Services

Beryl Salvatore, RN

Director of Health Services

Jennifer Sanchez, M.S.

Assistant Registrar, Doheny Campus

Shannon Shank, M.B.A.

Director of Institutional Data Management

Lacey Smith, M.S., PH.D.c.

Dean, Baccalaureate Programs

Mark Spellmire, M.A.

Associate Director, Sports and Wellness

Kimberly Terrill, M.A.

Director, Community Engagement and Interim Director of Career Services and Internships

Lisa Villa, M.A.

Associate Director, ISAE

Suzanne Williams, M.S.W.

Dean, Weekend and Evening College

Jaime Wood, M.B.A.

Director, Academic Advisement

Peter Zaferes, B.F.A., M.F.A.

Assistant Director, Weekend College

Business Management and Administrative Services Staff

Akousa Amporful, M.S.

Assistant Director of Human Resources

Joanna Banks

Manager Public Relations

Nora Cobian

Director of Student Employment

La Royce Housley, B.A.

Director of Student Financing

Susanna Nelson, M.B.A

Director of Student Accounts

Patrick Dull, B.A.

Assistant Controller

Lois Dunne, B.A.

Director of Development Services

Peggie Ehrbar

Executive Assistant to the Vice President

Milania Henley, B.A.

Planned Giving Officer

Joy Jacobs, B.A.

Assistant Director of Communications and Marketing

Francine Marlenee

Director of Public Relations

Jeremy Niculescu

Grants Coordinator

M. Sue Ott, B.S.

Director of Development Services

Jotanna Proescholdt, B.A.

Director of Food Services (Bon Appetit)

Elizabeth Robles

Alumnae Relations Coordinator

Angelic Rome

Office/Special Events Assistant

Gloria Romero

Controller

Jeanne Ruiz, B.A.

Director of Alumnae Relations

Melissa Salazar
Director of Annual Giving

Heather Schraeder
Director of Special Events

Maria Solano
Manager of Major Gifts

Nora Swe
Assistant Development Services

Faculty

Kelli-Ann Agner, Associate Professor and Fieldwork Coordinator, Education

B.A., California State University, Northridge, CA; M.S., Mount Saint Mary's University, Los Angeles

Sister Imelda Agostino, CSJ, Professor Emerita of Education

B.A., Mount Saint Mary's University, Los Angeles; M.A., California State University, Northridge; Ph.D., University of Southern California

Jose Alejandro, Assistant Professor, Nursing – RN to BSN

B.S.N., University of Texas at Arlington; M.B.A., University of Dallas; M.S.N., University of Phoenix; Ph.D., Capella University

Mark S. Alhanati, Associate Professor and Chair, Business Administration

B.S., California State University, Northridge; M.B.A., Loyola Marymount University

Orlando Alvarez, Instructor, Psychology

B.S., University of Central Florida; M.S., Mount Saint Mary's University, Los Angeles

Sister Patricia Arnold, CSJ, Associate Professor Emerita of Psychology

B.A., Mount Saint Mary's University, Los Angeles; M.A., Ph.D., Loyola University, Chicago

Afsane Arvand, Associate Professor, Biology Department; Coordinator, Pre-Nursing Academic Program

B.S., San Francisco State University; Ph.D., University of California, Los Angeles

Patricia Ash, Assistant Professor, History & Political Science

B.A. and M.A., Rice University; J.D., University of Miami School of Law; Ph.D., Claremont Graduate U

Nancy Ballesteros, Assistant Professor, Language and Culture

B.A., Montclair State University; M.A., A.B.D., University of California, Los Angeles

Jody Baral, Professor and Chair, Art

B.A., California State University, Northridge; M.F.A., Cranbrook Academy of Art

Alice Bardan, Lecturer, English

B.A., M.A., A1. I. Cuza University of Iasi, Romania; M.A., Emporia State University, KS; Ph.D., University of Southern California

Daphne Nicholson Bennett, Professor Emerita of English and Speech

M.A. University of London; M.A., Ph.D., University of London; M.A. Ph.D., University of Southern California

Angela Benveniste, Lecturer, Sociology

B.A., Mount Saint Mary's University, Los Angeles; M.S.W., University of Southern California; D.S.W., University of Southern California

**Robin Bishop, Associate Professor and Chair,
Psychology**

B.A., California State University, Northridge; M.E., University of California, Los Angeles; M.A., California Graduate Institute, Westwood; Ph.D., University of Southern California

MaryAnn Bonino, Professor Emerita of Music

B.A., Mount Saint Mary's University, Los Angeles; M.A., Ph.D., University of Southern California

Dania Bourque, Assistant Professor, Nursing-BSN

B.S.N., M.S., California State University, Dominguez Hills

**Helen Boutrous, Associate Professor and Chair,
History and Political Science**

B.A., University of California, Los Angeles; J.D., University of San Diego; Ph.D., Georgetown University

**Sister Annette Bower, CSJ, Professor Emerita of
Biological Sciences**

B.S., Mount Saint Mary's University, Los Angeles; M.S., Creighton University; Ph.D., University of Arizona, Tucson

Matthew Brosamer, Professor and Chair, English

B.A., Georgetown University; M.A., C.Phil., Ph.D., University of California, Los Angeles

**Beverley Brownell, Assistant Professor and Assistant
Director, Nursing-A.D.N.**

B.S., University College of North Wales; M.S., University of Cape Town; Ph.D., University of San Diego

**Madeleine Bruning, Associate Professor, Nursing-
A.D.N.**

B.S.N., Mount Saint Mary's University, Los Angeles; M.Ed., California State University, Northridge; M.S.N., University of

California, Los Angeles; Ed.D., University of Southern California

Scott Bryson, Professor, English

B.A., M.A., Baylor University; Ph.D., University of Kentucky

Aloha Buenaventura, Assistant Professor, Psychology

B.S., California State University, Northridge; M.A., Alliant International University; Psy.D. Alliant International University

**Charles Bunce, Associate Professor and Chair, Film,
Media, & Communication**

B.A., Brigham Young University; M.A., University of Chicago; M.F.A., Academy of Art University; A.B.D., Claremont Graduate University

**David Burkitt, Associate Professor, Business
Administration**

B.S., B.A., Mount Saint Mary's University, Los Angeles; M.B.A., Regis University; Ph.D., Regent University

Anita Candela, Assistant Professor, Nursing-BSN

B.S.N., Northern Illinois University; M.S.N., University of Oklahoma

**Tori Canillas-Dufau, Associate Professor, Nursing-
MSN**

B.A., M.A., CSU, Los Angeles; M.S., M.Ed., M.S.N., Mount Saint Mary's University, Los Angeles; Ed.D. Pepperdine University

Julius Carlson, Assistant Professor, Music

B.M., Oberlin Conservatory of Music; M.A., Universidad de Chile; Ph.D., University of California, Los Angeles

Julia Chang, Professor, Physical Therapy

B.S., University of California, Irvine; M.S., Ph.D., University of Rochester

Xiaomei Cheng, Associate Professor, Biology

B.S., Henan Agricultural University; M.S., Chinese Academy of Agricultural Science; Ph.D. University of California, Davis

Joan M. Cho, Professor Emerita of Nursing

B.S.N., M.S.N., Indiana University

Jennifer Chotiner, Professor and Chair, Biology

B.S., University of California, San Diego; Ph.D., University of California, Los Angeles

Deniz Cizmeciyan, Professor and Co-chair, Physical Science and Math

B.S., Bogazici University, Istanbul, Turkey; Ph.D., Pennsylvania State University

Stephanie Collazo, Assistant Professor, Nursing-BSN

MNSc, University of Arkansas for Medical Sciences; D.N.P., Capella University

Melissa Cook, Instructor, Business Administration

B.Sc, M.B.A., Mount Saint Mary's University, Los Angeles

Benjamin Cornell, Assistant Professor, Doctorate of Physical Therapy

B.S., University of California, Davis; M.P.T., Mount Saint Mary's University, Los Angeles

Jane Crawford, Lecturer, History

A.A., College of Southern Idaho; B.A., Ph.D., Brigham Young University

Deborah Curtis, Assistant Professor, Nursing-A.D.N

B.S., California State University, Long Beach; M.S., University of California, Los Angeles

Carol De Lilly, Associate Professor and Director, Nursing-A.D.N.

A.A., West Los Angeles Community College; B.S.N., M.S.N., California State University, Los Angeles; Ph.D., University of California, Los Angeles

Sylvine Deprele, Professor, Physical Sciences

M.A., Claude Bernard University; Ph.D., Texas Christian University

Matt Doran, Professor Emerita of Music

B.A., B.M., M.Mus. D.M.A., University of Southern California

Michele Dumont, Professor Emerita of Philosophy

B.A., Mount Saint Mary's University, Los Angeles; MA, California State University, Long Beach; Ph.D., Boston University

Jennifer Dunatov, Assistant Professor, Religious Studies

B.A., M.A., Theology, Loyola Marymount University; Doctorate, Duquesne University

Darla Dunlop, Assistant Professor, Psychology

B.S.N., Northeastern University; M.S.N., Boston University

Scott Edwards, Assistant Professor, Nursing-BSN

M.S.N., University of Phoenix

Marie Egan, IHM, Professor Emerita of Religious Studies

B.A., M.A., Immaculate Heart College; S.T.B., S.T.L., S.T.D., Catholic University of America

Terri Eichman, Assistant Professor, Nursing-BSN

B.S.N., California State University Consortium; M.S.N., University of California, Los Angeles

Sister Teresita Espinosa, CSJ, Professor Emerita of Music

B.M., Mount Saint Mary's University, Los Angeles; M.M., D.M.A., University of Southern California

Therese Fassnacht, Associate Professor and Chair, Music

B.A., Mundelein College of Loyola University; M.M., Westminster Choir College of Rider University; D.M.A., University of Illinois at Urbana-Champaign

Julie Feldman-Abe, Professor and Director of Elementary Teacher Preparation Program, Education

B.A., Brown University; Ph.D., International/Global Education, New York University

Abbigail Fietzer, Assistant Professor, Doctorate of Physical Therapy Program

A.B., Occidental College; D.P.T., Mount Saint Mary's University, Los Angeles

Jackie Filla, Associate Professor, History/Political Science

B.A., California State University, Fullerton; M.A., Ph.D., University of California, Riverside

Leah Fitzgerald, Associate Professor and Dean, Fletcher Jones Endowed Chair, Nursing

B.S., M.S., Boston College; Ph.D., University of California, Los Angeles

Michelle French-Holloway, Associate Professor, Business Administration Department

B.S., M.B.A., Ed. D. Pepperdine University

Sara Frykenberg, Lecturer, Religious Studies

B.A., University of California, Santa Barbara; M.A., Ph.D., Claremont Graduate University

Charlene Gagliardi, Assistant Professor, Nursing-BSN

B.S.N., University of Texas; M.S.N., Catholic University

Yuliana Garcia, Instructor, Psychology

B.A., M.S., Mount Saint Mary's University, Los Angeles; Ph.D., University of California, Los Angeles

Reverend Guillermo Garcia, Associate Professor, Religious Studies

S.T.B., M.A., Ph.D., Katholieke Universiteit te Leuven; Ph.B., Ph.I., Universite Catholique de Louvain

Pamela Gist, Professor of Psychology

B.G.S., Gonzaga University; M.A., Ph.D., University of Michigan

Robin Gordon, Professor and Director of Secondary Teacher Preparation Program, Education

B.A., California State Polytechnic University, Pomona; M.A., California State University at Los Angeles; Ph.D., Education, Claremont Graduate University

Keith Gosselin, Assistant Professor, Business Administration

B.B., Loyola Marymount University; M.B.A., College of William and Mary, Virginia

Allyson Gould-Franson, Assistant Professor, Nursing-BSN

A.A., Pierce Community College; B.A., University of California, Santa Barbara; M.S.N., California State University, Dominguez Hills

Paul Green, Professor, Philosophy

B.S., Biola University; M.A., Ph.D., University of California, Irvine

Shaghayegh Habibi, Associate Professor and Program Director, Psychology

B.S., Woodbury University; M.A., Pepperdine University; Ph.D., Alliant International University

Pamela D. Haldeman, Professor and Chair, Sociology

B.A., Mount Saint Mary's University, Los Angeles; M.A., M.M.F.T., Ph.D., University of Southern California

Dara Halperin, Lecturer, English

B.A., Mount Saint Mary's University, Los Angeles; M.A., Loyola Marymount University

Terri Hannah, Assistant Professor, Nursing-A.D.N.

B.A., Argosy University; M.S.N.-Ed, University of Phoenix

Doris Schiffilea Harris, Assistant Professor Emerita of Education

B.A., Mount Saint Mary's University, Los Angeles; M.S., University of Southern California

Sandra Harte, Professor, Sociology

B.A., Mount Saint Mary's University, Los Angeles; M.A., M.M.F.T., Ph.D. University of Southern California

Paula Helu-Brown, Assistant Professor, Psychology

B.A., CETYS Universidad; M.S., San Diego State University; Ph.D., University of Southern California

Fehrn Hesse, Assistant Professor, Nursing-A.D.N.

A.A., Pasadena City College; B.S., La Verne University; M.S.N., Azusa Pacific University

Marcy Higareda, Lecturer, Sociology

B.A., Mount Saint Mary's University, Los Angeles; M.S.W., University of Southern California

Dawn-Marie Ickes, Assistant Professor, Doctorate of Physical Therapy Program

B.S., Loyola Marymount University; M.P.T., Mount Saint Mary's University, Los Angeles

Stephen Inrig, Associate Professor and Director, Interdisciplinary Healthcare Studies, History & Political Science

B.A., University of North Texas; M.A., Trinity International University; Ph.D., Duke University

Julie Jackson, Assistant Professor and Director of Clinical Training, Psychology

B.A., University of Michigan; M.A., Psy.D, Adler School of Professional Psychology

Erin Jacobs, Associate Professor and Coordinator of Pre-Nursing Academic Program, Biology

B.S., University of California, Riverside; Ph.D., University of California, Los Angeles

Carol Johnston, Professor and Chair, Education

B.S., California State University, Long Beach; M.A., Ph.D., University of California, Santa Barbara

Adriane Jones, Associate Professor, Biology

B.A., University of California at Santa Cruz; Ph.D., University of Southern California

Patrick Kahn, Lecturer, Sociology

B.A., M.A., California State University, Northridge

Sister Darlene Kawulok, CSJ, Associate Professor, Religious Studies

B.S., Northern Arizona University; M.A., St. Michael College; D.Min. Barry University, Miami

Zarena Khan, Assistant Professor, Nursing-BSN

B.S.N., Mount Saint Mary's University, Los Angeles; M.S.N., D.N.P., Grand Canyon University

Millie Kidd, Professor, English and Director, M.A. in Humanities Program

B.A., M.A., Ph.D., University of Illinois

Catherine Kwan, Professor Emerita of Biology

B.S., National Taiwan University; M.A., State University of South Dakota; Ph.D., University of Maryland

Clifton Michael La Chance, Assistant Professor, Nursing-A.D.N.

B.A., California State University Northridge; A.D.N., M.S.N., Mount Saint Mary's University, Los Angeles

Alan Lee, Professor, Doctorate of Physical Therapy Program

B.S., University of Nevada; M.A., San Diego State University; M.S., Duke University; D.P.T, Creighton University

Paul Lee, Assistant Professor, Physical Sciences

B.A., Dartmouth College, Ph.D., California Institute of Technology, Pasadena

David Leese, Professor, Business Administration

B.A., Amherst; J.D., Northwestern University; M.A., Ph.D., Brandeis University; M.B.A., California State University, Northridge

Andree Leighton, Lecturer, History & Political Science

B.A., Cabrini College; Ph.D., Temple University

Ira Lovitch, Instructor, Business Administration

B.A. California State University, Northridge; M.B.A., University of Phoenix

Debbie Lowe, Professor and Chair, Physical Therapy

B.S., Pepperdine University; M.A., University of Texas; M.S., Duke University; Ph.D., University of Wisconsin

Verle Lubberden, Assistant Professor Emerita of Education

B.S., M.S., University of Southern California

Antonio Macaraeg, Assistant Professor, Nursing-A.D.N.

A.D.N., M.S.N., Mount Saint Mary's University, Los Angeles; B.S.N., California State Dominguez Hills

William Martinez, Instructor, Psychology

B.A., University of California, Berkeley; M.A., Loyola Marymount University

Eileen McArow, Professor Emerita of Nursing

B.A., Mount Saint Mary's University, Los Angeles; M.N., University of California, Los Angeles

Marie Anne McAusland Seitz, Assistant Professor and Assistant Director, Nursing-BSN

B.S., Loyola Marymount University, B.S.N., Mount Saint Mary's University, Los Angeles; M.S.N., University of California, Los Angeles

Wendy McCredie, Professor, English

B.A., Yale University; M.A., Ph.D., University of Texas at Austin

Perry McDonnell, Instructor, Physical Science/Mathematics

B.A., B.S., New Mexico State University; M.A., University of California at Berkeley

Michele Melendres, Associate Professor, Sociology, Social Work & Gerontology

B.A., Mount Saint Mary's University, Los Angeles; M.S.W., Columbia University

Sharon Moore, Assistant Professor and Program Director, Nursing-ABS N

B.S.N., Ursuline College; M.S.N., University of Phoenix; Ph.D., Azusa Pacific University

Laila Moosa, Assistant Professor, Nursing-BSN

B.S.N., University of Phoenix; M.S.N., Walden University

Kimberly Nao, Assistant Professor and Fritz Burns Endowed Chair, Education

B.A., University of California, Berkeley; Ph.D., University of California, Los Angeles

Marie Alexis Navarro, IHM Professor Emerita of Religious Studies

B.A., Immaculate Heart College; M.A., Fordham University; Ph.D., St. Michael's College, University of Toronto

Craig Newsam, Associate Professor, Doctorate of Physical Therapy

B.A., Hofstra University; M.P.T., D.P.T., University of Southern California

Marsha Nickerson, Assistant Professor, Nursing

B.S.N., Mount Saint Mary's University, Los Angeles; M.N., University of California, Los Angeles

Luiza Nogaj, Professor, Biology

B.S., St. Mary's College; M.S., Oakland University; Ph.D. Brown University

Joanna Novak, Assistant Professor, MFA in Creative Writing

B.A., Knox College; M.F.A., Washington University; M.F.A., University of Massachusetts Amherst

Gloria Okoh Nwagwu, Assistant Professor and Program Director, Nursing-RN to BSN

A.S.N., University College Hospital, Ibadan Nigeria; B.S.N., M.S.N., California State University, Dominguez Hills; Ph.D., University of San Diego

Robin Owens, Assistant Professor, Religious Studies

B.S., Teikyo Post University; M.A., Lancaster Theological Seminary; Master of Divinity and Master of Sacred Theology, Union Theological Seminary; Ph.D., Claremont Graduate University

Evelyn Oyuela-Kowalski, Lecturer, Psychology

B.A., M.S., Mount Saint Mary's University, Los Angeles

Johnny Payne, Professor and Director, MFA in Creative Writing

B.A., Indiana University; M.F.A., University of Alabama; Ph.D., Stanford University

Harmony Payzant, Assistant Professor, Nursing-BSN

B.S., Mount Saint Mary's University, Los Angeles; M.S.N., Azuza Pacific University

Stacey Peterson, Professor, Biology Department

B.S. Pepperdine University, Ph.D. University of California, Santa Barbara

Nancy Pine, Professor Emerita of Education

B.A., Earlham College; M.A., Education, Stanford University; Ph.D., Education, Claremont Graduate University

Irma Ravkic, Assistant Professor, Mathematics

M.A., Ph.D., KU Leuven, Belgium

Abigail Rea, Assistant Professor, Nursing-BSN

B.S.N., Northern Illinois University; M.S.N., Beth-El College of Nursing

Michele Readman, Assistant Professor, Nursing-ABS

A.A., Los Angeles Harbor College; M.S.N., Mount Saint Mary's University, Los Angeles

Lester Reams, Assistant Professor, Business Administration

B.A., California State University, Dominguez Hills; M.P.H., University of California, Los Angeles; D.P.A., University of La Verne; J.D., Western State University

Christine Osborne Reardon, Assistant Professor and Assistant Director, Nursing-BSN

B.A., University of the Pacific; B.S.N., Oregon Health and Science University; M.S.N., Dominican University of California

Montserrat Reguant, Professor and Chair, Modern Languages

B.A., M.A. University of Barcelona; M.A., Ph.D., Yale University

Anne Rigone, Instructor, Business Administration

B.S., Pepperdine University, Los Angeles; M.B.T., University of Southern California

Jessica Roberson, Assistant Professor, English

B.A., University of Arizona; M.A., Ph.D., University of California, Riverside

Lia Roberts, Professor, History and Political Science and Academic Director, Center for Global Initiatives

B.A., University of North Carolina at Charlotte; M.A., University of Tennessee; Ph. D., University of California, Santa Barbara

Dolly Rojo, Assistant Professor, Psychology

B.A., University of California in San Diego; M.A., Ph.D., The University of Texas at Austin

Amanda Romero, Associate Professor and Chair, Social Work

B.A., Mount Saint Mary's University, Los Angeles; M.S.W., University of Southern California; Ed.D., California Lutheran University

Sister Callista Roy, CSJ, Professor Emerita of Nursing

B.A., Mount Saint Mary's University, Los Angeles; M.S., M.A., Ph.D., University of California, Los Angeles

Melissa Rubalcaba, Assistant Professor and Program Director, Religious Studies-Graduate

B.S., M.A., Loyola Marymount University; Ph.D., Emory University

Stephanie Saito, Assistant Professor, Doctorate of Physical Therapy Program; Director, Clinical Education

B.A., D.P.T., University of California, Los Angeles

Michelle Samuel, Assistant Professor, Psychology

B.A., University of the Pacific; M.A., California State University, San Bernardino

Robert Sanchez, Jr., Assistant Professor, Philosophy

B.A., Pitzer College; M.A., Ph.D., University of California, Riverside

Marsha Sato, Professor and Director, Nursing-MSN

B.S., Mount Saint Mary's University, Los Angeles; M.N., University of California, Los Angeles; Ed.D., Pepperdine University

Safari Sekiyoba, Assistant Professor, Nursing-ABSN

B.S.N., MSN, California State University, Los Angeles; D.N.P., Brandman University

Tometta Shaw, Assistant Professor, Education; Director of Early Childhood Education and Child Development

B.A., California State University, Long Beach; M.A., California State University, Los Angeles; Ph.D., Walden University

Sarah Shealy, Assistant Professor, Nursing-ABSN

B.A., Wellesley College; M.S.N., Yale University School of Nursing

Eleanor Siebert, Professor Emerita of Physical Science

B.A., Duke University; Ph.D., University of California, Los Angeles

Lance Skidmore, Associate Professor and Co-Chair, Mathematics

B.S., Pomona College; M.A., University of Michigan; Ph.D., University of California, Santa Barbara

Mary Sloper, Professor Emerita of Nursing

B.A., Mount Saint Mary's University, Los Angeles; M.N., University of California, Los Angeles; M.B.A., California State University, Dominguez Hills

George E. Snow, Professor Emerita of Biological Sciences

B.A., Rockhurst College; M.A., Ph.D., University of Colorado, Boulder

Eric Stemp, Professor and Co-Chair, Physical Sciences

B.S., University of Denver; M.S., Ph.D., Northwestern University

Pattamaporn Vongleang Sterner, Assistant Professor, Nursing-ABSN

B.S.N., Khon Kean University, Thailand; M.S., Mahidol University, Thailand; Ph.D., Oregon State University

Zane Stumbrs Muthamia, Assistant Professor, Nursing-ABSN

B.A., University of California, Berkeley; M.S.N., University of California, Los Angeles

Elizabeth Sturgeon, Associate Professor, English

B.A., University of California, Irvine; M.A. Northwestern University; Ph.D., Northwestern University

Peter Tan, Associate Professor and Chair, Philosophy

B.S., University of Arizona; M.A., Boston College

Julia Tang, Associate Professor, Psychology

B.A., Mount Holyoke College; M.S.W., University of Southern California; Ph.D., Claremont Graduate University

Diana Taylor, Professor, Education

B.A., San Diego University; M.Ed., University of LaVerne; Ph.D., Northern Arizona University

Wanda Teays, Professor, Philosophy

B.A., California State University, Fullerton; M.A., University of Alberta, Edmonton; M.T.S., Harvard University; Ph.D., Concordia University, Montreal, Quebec

Christian Teeter, Assistant Professor, Business Administration

B.A., Colgate University; M.B.A., Ed.D., University of Southern California, Los Angeles

Ramesh Devi Thakur, Assistant Professor, Nursing-RN to BSN

B.S.N., M.S.N., College of Nursing, PGIMER; Ph.D., Arizona State University

Kelby Thwaits, Assistant Professor and Director, MFA, Film, Television & Photography program

B.M., University of Arizona; M.F.A., Academy of Art University

Shelly Tochluk, Professor, Education

B.A., University of California, Los Angeles; M.A., Loyola Marymount University, A.B.D., Pacifica Graduate Institute

Gregory Travis, Professor, Psychology; Director, PsyD Program

A.B., Occidental College; M.S., University of Southern California; Ph.D., University of Southern California

Keirstein Uomoto, Assistant Professor, Nursing-BSN

B.S.N., University of Southern California; M.S.N., Mount Saint Mary's University, Los Angeles

Sharon A. Vairo, Professor Emerita of Nursing

B.S.N., Wayne State University; M.S., University of Colorado; D.N.Sc., University of San Diego

Sister Kieran Vaughan, CSJ, Professor of Education

B.A., M.S., Mount Saint Mary's University, Los Angeles; Ed.D., University of California, Los Angeles

Marina Vernaya, Assistant Professor, Nursing-BSN

B.S.N., M.S.N., California State University, Dominguez Hills

Marcos Villatoro, Professor and Fletcher Jones, English

B.A., St. Ambrose University; M.A., University of Iowa;
M.F.A. University of Iowa

**Robert Vos, Assistant Professor and Assistant Director,
Nursing-ABSN**

B.S.N., Loretto Heights College; M.S., California State
University, Los Angeles; D.N.P., California State University,
Northern California Consortium

**Katherine Whitman, Associate Professor, Business
Administration**

B.A., Mount Saint Mary's University, Los Angeles; M.A.,
University of California, Los Angeles; Graduate Study,
Temple University

Anne Wilcoxon, Professor Emerita of Education

B.S., University of Oklahoma; M.A., George Washington
University; Ph.D., University of California, Los Angeles

Sister Mary Williams, CSJ, Professor Emerita of English

B.A., College of St. Catherine; M.A., Ph.D., Stanford
University

**Laurie Wright Garry, Associate Professor and Chair,
Religious Studies**

B.S., University of South Dakota; M.S., University of Notre
Dame; Ph.D., Marquette University

**Marie Zeuthen, Professor Emerita of Biological
Sciences**

B.S., Mount Saint Mary's University, Los Angeles; M.S.,
Ph.D., University of California, Los Angeles

Agencies/Affiliates

Teacher Preparation Programs Cooperating Schools

Anna Bing Arnold Child Care Center
 Mount Saint Mary's University Child Development Center
 Trade Tech Child Development Center
 University of Southern California School for Early
 Childhood Education
 Ann Street School (LAUSD)
 Arlington Heights School (LAUSD)
 Bancroft Middle School (LAUSD)
 Bell Gardens Intermediate (Montebello USD)
 Bella Vista School (Montebello USD)
 Brockton Ave School (LAUSD)
 Buford Elementary (Lennox SD)
 Canfield School (LAUSD)
 Dayton Heights Elementary (LAUSD)
 Delores Huerta Elementary (Lennox SD)
 Eastmont Intermediate (Montebello USD)
 Esperanza School (LAUSD)
 Franklin Elementary (Santa Monica/Malibu USD)
 Foshay Learning Center (LAUSD)
 Granada Hills High School (LAUSD)
 Grant Elementary (Santa Monica/Malibu USD)
 Hazeltine School (LAUSD)
 Hubbard School (LAUSD)
 Humphreys Math-Science Magnet (LAUSD)
 Jefferson Elementary (LENNOX SD)
 Kenneth L. Moffett Elementary School (Lennox SD)
 La Merced Elementary (Montebello USD)

Leo Politi School (LAUSD)
 Lockwood Ave. School (LAUSD)
 McArthur Park Primary Center (LAUSD)
 McKinley Elementary (Santa Monica/Malibu USD)
 Magnolia School (LAUSD)
 Montebello High School (Montebello USD)
 New Heights Elementary (Charter)
 Norwood School (LAUSD)
 Overland School (LAUSD)
 Plainview School (LAUSD)
 Ramona School (LAUSD)
 Roosevelt High School (LAUSD)
 San Fernando Middle School (LAUSD)
 Sierra Madre Elementary School (Pasadena USD)
 Stevenson Middle School (LAUSD)
 Roosevelt High School (LAUSD)
 32nd Street Visual & Performing Arts Magnet (LAUSD)
 University High School (LAUSD)
 Van Nuys High School (LAUSD)
 West Vernon School (LAUSD)
 Wilcox School (Montebello USD)
 Wilmington Park School (LAUSD)

Applied Music Faculty

Piano : Nancy Fierro, Hyeja Chong Ganahl, Ruth Goldin, Deborah How, Beverly Serra-Brooks, Delores Stevens, Chet Swiatkowski, Hak Soon Hahn Swiatkowski.

Organ: William C. Beck, Frank Brownstead, Harold Daugherty.

Voice : Nicole Baker, Martha Cowan, Yvette Devereaux, Melodee Fernandez, Gail Gordon, William Hanrahan, Linda

Sue Marks, Agnieszka Noris, Sue Ann Pinner, LeNore Porter, Seth Riggs, Joyce Sweeney.

Harp : Dorothy Victor, Carolyn Sykes

Harpsichord : Frederic Hammond.

Violin : Briana Ackerman, Franklyn D'Antonio

Viola : Briana Ackerman, David Stockhammer.

Cello : Gianna Abondolo, Janice Foy, Rowena Hamill, Victor Sazer.

Bass : Nico Abondolo.

Flute : Deborah Avery, Susan Greenberg, Salpy Kerkovian,

Oboe : Deborah Avery, David Sherr.

Clarinet : Deborah Avery, Kay Nevin, David Sasaki.

Bassoon : John Campbell, Norman Herzberg.

Saxophone : Milton Hall, David Sherr.

French Horn : Gale Robinson.

Trumpet : Kevin Brown, David Searfoss.

Trombone : Miles Anderson.

Tuba : John Johnson.

Percussion : Linda Sue Marks, Thomas D. Raney, Kenneth Watson.

Classical Guitar : Anthony Lupica, Peter Zaferes.

Folk Guitar : Anthony Lupica, Peter Zaferes

Nursing Department Cooperating Agencies

Accredited Home Health Service
Encino, CA 91316

Alhambra Retirement Community
Alhambra, CA 91803

Alta Med Health Service, Corporation
Los Angeles, CA 90040

Alta Med East Los Angeles
Los Angeles, CA 90033

Alta Med Golden Age ADHC
Tarzana, CA 91316

Alta Med Grand Plaza
Los Angeles, CA 90012

Alta Med Lincoln Heights
Lincoln Heights, CA 90031

Alta Med Rugby ADHC
Huntington Park, CA 90255

Alzheimers Association
Los Angeles, CA 90036

Arcadia Methodist Hospital
Arcadia, CA 91006

Assisted Home Recovery
North Hills, CA 91343

Babylon ADHC
Tarzana, CA 91356

Best-Care Southern California
Santa Monica, CA 90405

BHC Alhambra Hospital
Rosemead, CA 91770

Burbank Unified School District
Burbank, CA 91506

California State University, Dominguez Hills
Carson, CA 90747

California State University, Fullerton
Fullerton, CA 92831

CALOSHA
Los Angeles, CA 90013

Cedars-Sinai Medical Center
Los Angeles, CA 90048

Cerritos College
Norwalk, CA 90650

Children's Hospital of LA
Los Angeles, CA 90027

Christ Lutheran Church School
Rancho Palos Verdes, CA 90275

Children's Hospital of Orange County
Orange, CA 92868

CHW: California Hospital
Los Angeles, CA 90015

CHW: St. John's Regional Medical Center

Oxnard, CA 93030

CHW: Glendale Memorial Hospital & Health Center
Glendale, CA 91203

CHW: Northridge Hospital Medical Center
Northridge, CA 91328

CHW: San Bernardino
San Bernardino, CA 92411

CHW: St. Mary's Medical Center
Long Beach, CA 90262

City of Hope
Duarte, CA 91010

College of the Canyons
Santa Clarita, CA 91355

CSUN Student Health Center
Northridge, CA 91330

College Hospital
Cerritos, CA 90703

COPE Health Solutions
Los Angeles, CA 90007

Compton ADHC
Compton, CA 90221

Corinne Seeds University Elem. School / UCLA,
Los Angeles, CA 90095-1619

County of San Luis Obispo
San Luis Obispo, 93401

CSU Los Angeles
Los Angeles, CA 90032

Culver City Unified School District
Culver City, CA 90230

Cypress College
Anaheim, CA 92801

Didi Hirsch
Culver City, CA 90230

Downey Regional Center
Downey, CA 90241

El Camino College
Torrance, CA 90506

Eilm ADHC
Carson, CA 90746

Encino Hospital Medical Center
Encino, CA 91436

Glendale 7th Day Adventist
Glendale, CA 91206

Glendale Community College
Glendale, CA 91238

Glendale Unified School District
Glendale, CA 91206

Golden West College
Huntington Beach, 92647

Good Samaritan Hospital
Los Angeles, CA 90017

Good Samaritan Home Health
Los Angeles, CA 90017

Graceful Senescence Adult Day Health Care
Los Angeles, CA 90061

Harbor – UCLA Medical Center
Torrance, CA 90509-2910

Healthcare Partners Medical Group
Long Beach, CA 90806

Hoag Memorial Hospital
Newport Beach, CA 92658

Hollywood Sunset Free Clinic
Los Angeles, CA 90026

Hospice Partners of Southern California
Santa Monica, CA 90404

Huntington Memorial Hospital
Pasadena, CA 91105

Infinite Home Health Agency
Westlake Village, CA 91361

Kaiser Downey
Downey, CA 90242

Kaiser Harbor City
Harbor City, CA 90710

Kaiser Mental Health
Los Angeles, CA 90012

Kaiser Panorama City
Panorama City, CA 91402

Kaiser Senior Services

Los Angeles, CA 90010

Kaiser- Sunset
Los Angeles, CA 90027

Kaiser West LA
Los Angeles, CA 90034

Kaiser- Woodland Hills
Woodland Hills, CA 91365

Kaiser Anaheim
Anaheim, CA 92807

Kaiser Bakersfield
Bakersfield, CA 93309

Kaiser Baldwin Park
Baldwin Park, CA 91706

Kaiser Fontana
Fontana, CA 9233

Kaiser Metro Hospice
Los Angeles, CA 90010

Kaiser Mental Health Chinatown
California, CA 90012

Kaiser Pasadena
Pasadena, CA 91107

Kaiser Riverside
Riverside, CA 9250

Kaiser San Diego
San Diego, CA 92120

Kaiser Sunset Home
Los Angeles, CA 90027

The Kensington
Alhambra, CA 91803

Lake Elsinore Unified School District
Lake Elsinore, CA 92530

Lawndale Unified School District
Lawndale, CA 90260

Little Company of Mary Hospital
Torrance, CA 90503

Little Company of Mary Hospital
San Pedro, CA 90732

Linden Crest Surgery Center
Beverly Hills, CA 90212

Los Angeles Christian Health Centers
Los Angeles, CA 90013

Los Angeles City College
Los Angeles, CA 90029

Los Angeles County- USC Medical Center
Los Angeles, CA 90033

Los Angeles Department of Health Services
Alhambra, CA 91803

Los Angeles Harbor College
Wilmington, CA 90744

Los Robles Employee Health
Thousand Oaks, CA 91360

Meadowbrook Manor
Los Angeles, CA 90066

Mission Hospital
Huntington Park, CA 90255

Moorpark JC
Moorpark, CA 93021

Mount St. Jacinto College
San Jacinto, CA 92583

National ADHC

Olive View Medical Center

Olympus ADHC

One Generation Adult Day Health Program
Van Nuys, CA 91406

OPICA

Pacific Alliance Medical Center

Partners for Healthy Kids
San Pedro, CA 90732

Partners In Care Foundation
San Fernando Valley, CA 91340

Partners In Care Foundation Los Angeles

Pasadena City College
Pasadena, CA 91106

Pasadena Unified School District
Pasadena, CA 91109

Presbyterian Intercommunity
La Mirada, CA 90638

Presbyterian Intercommunity A Day Away ADHC

Providence Holy Cross Medical Center
North Hollywood, CA 91605

Providence Home Care and Hospice
Torrance, CA 90505

Providence Little Company of Mary

Providence St. Joseph Hospital of Burbank
Burbank, CA 91505

Providence of St. Joseph Home Health

Providence Home Health Trinity Care Hospice

Providence Tarzana Encino Regional Medical Center
Encino, CA 91436

Public Health Agency
Los Angeles, Alhambra, Inglewood,

Canoga, Van Nuys, Hollywood-Wilshire, Antelope Valley,
Central, Children's Medical Services, Monrovia, Pomona,
South, Tucker, Whittier

Queens Care Health and Faith Partnership
Los Angeles, CA 90027

S. Mark Taper Foundation ADHC
Los Angeles, CA 90057

Saddle Back College
Mission Viejo, CA 92692

Santa Ana College
Santa Ana, CA 92706

Santa Barbara Cottage System
Santa Barbara, CA 93102

Santa Monica College
Santa Monica, CA 90404

Santa Monica / Malibu USD
Santa Monica, CA 90404-3891

Sierra Vista Regional Medical Center
San Luis Obispo, CA 93401

Silverlake Ingleside Hospital

Solheim Lutheran Home
Los Angeles, CA 90041

Southern California Orthopedic Institute Medical Group
Van Nuys. CA 91405

St. Francis Medical Center
Lynwood, CA 90262

St. John of God Retirement Care Center
Los Angeles, CA 90018

St. John's Health Center.
Santa Monica, CA 90404

St. Joseph Hospital of Orange
Orange, CA 92863

St. Vincent's Hospital
Los Angeles, CA 90057

Torrance Memorial Medical Center
Torrance, CA 90505-5873

Universal Studios Hollywood
Universal City, CA 91608

UCLA Medical Center
Los Angeles, CA 90024

UCLA Neuropsychiatric
Los Angeles, CA 90024-1759

UCLA- Santa Monica
Santa Monica, CA 90404

USC University Hospital
Los Angeles, CA 90017

Valley Presbyterian
Van Nuys, CA 91409-9102

VA West Los Angeles Healthcare Center
(Greater Los Angeles Healthcare System)
Los Angeles, CA 90073

Ventura College
Ventura, CA 93003

Ventura Orthopedics

Vitas Hospice
Encino, CA

Vitas Hospice
San Gabriel, CA

Vitas Hospice
Torrance, CA

Western Medical Center
Santa Ana, CA 92705

Westside Children's Center

Culver City, CA 90230

Westside Regional Center
Culver City, CA 90230

West Coast University
North Hollywood, CA 91606

West Hills Hospital & Medical Center
West Hills, CA 91307

White Memorial Medical Center
Los Angeles, CA 90033

Physical Therapy Program: Clinical Affiliates

Physical Therapy Program: Clinical Affiliates

Advanced Balance Studio
San Pedro, CA 90731

Advocate Christ Medical Center
Oak Lawn, IL 60453

Alameda County Medical Center
San Leandro, CA

Alpine Living Center
Thornton, CO 80229

Alvarado Medical Center/SDRI
San Diego, CA 92120

Ando & Aston Physical Therapy
Anaheim Hills, CA 92807

Athletic Physical Therapy – Los Angeles Locations
Westlake Village, CA 91362

AthletiCo – Illinois Locations
Tinley Park, IL 60477

Auburn Oaks Care Center
Auburn, CA 95603

Back 2 Health Physical Therapy
West Hollywood, CA 90069

Ballard Rehabilitation Hospital
San Bernardino, CA 92411

Bakersfield Memorial Hospital
Bakersfield, CA 93301

Bauer Physical Therapy
Laguna Hills, CA 92653

Bay Area Pain and Wellness

Los Gatos, CA 95032

Beverly Hills PT & Sports Rehab Center

Beverly Hills, CA 90210

Blake Physical Therapy

Marina Del Rey, CA 90292

Blue Marble Gaming Co.

Los Angeles, CA 90013

Body Basics Physical Therapy
Corona, CA 92882

Body Synergy Physical Therapy
Pasadena, CA 91101

Boston Sports Medicine, Inc.
Alliston, MA 02134

Bothell Pediatric & Hand Therapy
Bothell, WA 98011

Bright Star Physical Therapy
Tarzana, CA 91356

Burger Physical Therapy
Folsom, CA 95630

CACC Physical Therapy – Aurora

Aurora, CO 80014

California Pacific Medical Center
San Francisco, CA 94115

Casa Colina Centers for Rehabilitation
Pomona, CA 91767

Catz Physical Therapy Institute
Pasadena, CA

CCS-Contra Costa County
Alamo, CA 94507

CCS-Kern County
Bakersfield, CA 93305

CCS-Los Angeles County
El Monte, CA 91731

CCS-Orange County
Santa Ana, CA 92701

CCS-Riverside County
Riverside, CA 92513

CCS-San Bernardino County
Montclair, CA 91763

CCS-San Diego County
San Diego, CA 92120

CCS-San Luis Obispo County
Oceano, CA 93445

CCS-San Rafael
San Rafael, CA 94903

CCS-Ventura County
Oxnard, CA 93036

Cedars-Sinai Medical Center
Los Angeles, CA 90048

Center for Developing Kids
Pasadena, CA 91105

Center for Health Enhancement and Rehab
Pacific Palisades, CA 90272

Center IMT Los Angeles
Los Angeles, CA 90045

Centinela Hospital Medical Center
Inglewood, CA 90301

Centre for Neuro Skills
Bakersfield, CA 93306

Children's Hospital Los Angeles
Los Angeles, CA 90027

Children's Hospital of Orange County
Orange, CA 92868

City of Hope Medical Center
Duarte, CA 91010

Coast Physical Therapy
Oxnard, CA 93030

Coast PT & Sports Medicine
La Jolla, CA 92037

Comer Children's Hospital
Chicago, IL 60637

Community Hospital of Monterey Peninsula
Monterey, CA 93940

Community Memorial Hospital
Ventura, CA 93003

Complete PT – Los Angeles
Los Angeles, CA 90034

Complete PT – Woodland Hills
Woodland Hills, CA 91364

Conway Regional Medical Center
Conway, AR 72034

Coral Desert Rehabilitation
St. George, UT 84790

Core Conditioning
Studio City, CA 91604

Core Objectives
Redondo Beach, CA 90278

CPMC – Davies Campus
San Francisco, CA 94114

CVMC/Intercommunity Medical Center
Covina, CA 91722

Cypress Center
Pacific Palisades, CA 90272

DG Therapy Group
Whittier, CA 90606

Dominican Hospital
Santa Cruz, CA 95065

Dos Caminos Physical Therapy
Camarillo, CA 93010

Downey Regional Medical Center
Downey, CA 90241

Dynamic Therapies
Arcadia, CA 91006

E & L Associates
La Mesa, CA 91942

Eden Medical Center
Castro Valley, CA 94546

Eisenhower Medical Center
Rancho Mirage, CA 92270

Elite Performance Physical Therapy
Newport Beach, CA 92660

Encino*/Tarzana Regional Medical Center
Encino, CA 91356

Encore Rehabilitation, Inc.
Cullman, AL 35058

Enloe Medical Center/Rehab Center
Chico, CA 95926

Evergreen PT Specialists
Pasadena, CA 91105

Every Child Achieves
North Hollywood, CA 91606

Family PT
Roseville, CA 95661

Felix Canout Rehab Services
Los Angeles, CA 90057

Fischer Institute
Phoenix, AZ 85040

Fortanasce & Associates
Arcadia, CA 91007

Fritter & Schulz Physical & Occupational Therapy
Gilroy, CA 95020

FROGS Physical Therapy
Scottsdale, AZ 85260

Gallagher Pediatric Therapy
Monterey Park, CA 91754

Gaspar Doctors of PT
Carlsbad, CA 92009

George Erb Physical Therapy Inc.
Camarillo, CA 93012

Gillette and Associates Physical Therapy
Woodland Hills, CA 91367

Glendale Adventist Medical Center
Glendale, CA 91206

Glendale Memorial Hospital
Glendale, CA 91204

Good Samaritan Hospital
Los Angeles, CA 90017

Good Samaritan Hospital
San Jose, CA 95124

Goodman Physical Therapy, Inc.
Los Angeles, CA 90025

Hairston and Daley Physical Therapy
Orange, CA 92867

Harbor-UCLA Medical Center
Torrance, CA 90509

Harborview Medical Center
Seattle, WA 98104

HCA – HealthONE LLC

Denver, CO 80237

HCR ManorCare – Nationwide Contract

Toledo, OH 43604

Head 2 Toe Physical Therapy

Manhattan Beach, CA 90266

HealthCare Partners PT
Torrance, CA 90505

HealthSouth – Nationwide Contract
Birmingham, AL 35243

Henry Mayo Newhall Memorial Hospital
Valencia, CA 91355

Hoag Memorial Hospital Presbyterian
Newport Beach, CA 92658

Human Performance & Rehabilitation Centers, Inc. (HPRC)
Columbus, GA 31908

Human Performance Center
Santa Barbara, CA 93105

Huntington Memorial Hospital
Pasadena, CA 91109

Interface Rehab Inc.
Placentia, CA 92870

Intermountain Healthcare Services Inc.
Salt Lake City, UT 84123

Jewell Care Center of Denver
Denver, CO 80222

Joel Scherr, RPT, Inc.
Los Angeles, CA 90048

Joubert Physical Therapy
Beverly Hills, CA 90210

Kadlec Regional Medical Centers
Richland, WA 99352

Kaiser Foundation Hospitals - Southern CA*
Locations: West Los Angeles, Sunset, Pasadena, Woodland Hills, Fontana, Baldwin Park, El Cajon, Downey, Bellflower, Long Beach (So. Bay), Huntington Beach, Panorama City, Mission Viejo, Orange, Riverside, San Diego, Pasadena, CA 91188

Kaiser Foundation Hospitals – Northern CA*

Locations: Sacramento, Walnut Creek, Santa Clara, Santa Rosa, San Francisco, Redwood City, Oakland, Fresno, Walnut Creek

Santa Clara, CA 95051

Kaiser Foundation Hospital
Honolulu, HI 96819

Kaiser Sunnyside Medical Center
Clackamas, OR 97015

Kaplan MC for Women & Children
Honolulu, HI 96826

Kaweah Delta Health Care Center
Visalia, CA 93291

Kentfield Rehab Hospital
Kentfield, CA 94904

Kern & Associates
Santa Monica, CA 90403

Kessler Rehabilitation Center
Saddle Brook, NJ 07663

Kinetix Advanced PT, Inc.
Valencia, CA 91355

Knight Physical Therapy
Garden Grove, CA 92843

Kuakini Medical Center
Honolulu, HI 96817

LAC+USC Healthcare Network
Los Angeles, CA 90033

Lafayette Physical Therapy
Lafayette, CA 94549

LDS Hospital
Salt Lake City, UT 84143

Long Beach Memorial Medical Center
Long Beach, CA 90801

Longevity Physical Therapy
Encinitas, CA 92024

Los Robles Regional Med Center
Thousand Oaks, CA 91360

Lourdes Medical Center
Pasco, WA 99301

Made to Move Physical Therapy
El Segundo, CA 90245

Manhattan Sports and Manual Physical Therapy
New York, NY 10016

Marathon PT & Sports Medicine
Norton, MA 02766

Mariners Physical Therapy
Costa Mesa, CA 92626

McRory Pediatric Services, Inc.
Encino, CA 91316

Mercy Healthcare Sacramento
Sacramento, CA 95819

Mercy Healthcare Ventura Co
Oxnard, CA 93030

Mercy Hospital (Bakersfield)
Bakersfield, CA 93301

Mercy Medical Center
Redding, CA 96049

Methodist Hospital of South CA
Arcadia, CA 91007

MHS- Mercy General Hospital – Various Locations
Sacramento, CA 95819

Miller's Children's Hospital

Long Beach, CA 90801

Mills Health Center
San Mateo, CA 94401

Mills- Peninsula Med Center
Burlingame, CA 94010

MORE Physical Therapy
San Jose, CA 95126

Mosaic Physical Therapy
Los Angeles, CA 90025

MVP Physical Therapy

Lakewood, WA 98499

Tukwila, WA 98188

NAPA Center

Los Angeles, CA 90045

Northridge Hospital Med Center
Northridge, CA 91328

Neuro Rehab Partners, LLC
Culver City, CA 90230

NovaCare Rehabilitation
Coon Rapids, MN 55433

Olympia Medical Center
Los Angeles, CA 90036

Olympic Physical Therapy – WA
Locations: Bellevue, Everett, Issaquah, Kirkland, Mercer
Island, Renton, Seattle/Minor & James, University, Cabrini
Medical Tower
Seattle, WA 98104

Olympic Sports and Spine Rehabilitation*

Lakewood, WA 98499

Omega Solutions in Rehab

Thousand Oaks, CA 91361

Orange County Therapy Services

Laguna Hills, CA 92653

OrthoSport Physical Therapy

Lynwood, WA 98036

PA - Physiotherapy Associates – Nationwide Contract

Cape Coral, FL 33990

PA-California: Belmont, Berkley, Irvine, Brentwood,
Burlingame, Capitol Hill, Glendale, Hayward, La Jolla,
Livermore, Los Angeles, Manhattan Beach, Marina Del Rey,
Menlo Park, Monrovia, Newport Beach, Peachwood,
Plesanton, Redwood City, Riverside, Walnut Creek

PA-Colorado: Aurora

PA-Maryland: Centre Park Drive, Downtown Athletic Club,

PA-Georgia: Mid-Metro,

Pacific Alliance Medical Center,

Los Angeles, CA 90012

Palomar Medical Center

Escondido, CA 92025

Panorama Orthopedic & Spine Center – Colorado

Golden, CO 80401

Paulseth & Associates PT, Inc.

Los Angeles, CA 90067

Pediatric Therapy Network

Torrance, CA 90501

Peninsula Medical Center

Burlingame, CA 94010

Perry Physical Therapy

Palm Desert, CA 92260

Phoenix Rehab & Health Services, Inc.

Indiana, PA 15701

Physical Therapy Center of Tustin

Tustin, CA 92780

Physical Therapy Central – Choctaw

Choctaw, OK 73020

Physical Therapy Innovations

El Cerrito, CA 94530

Physical Therapist Specialists, Inc.

Beverly Hills, CA 90211

Pogson Physical Therapy

Santa Monica, CA 90405

Pomona Valley Hospital Medical Center

Pomona, CA 91767

PostureWorks LA

Santa Monica, CA 90403

POW Physical Therapy

Ventura, CA 93003

Precision Rehabilitation

Long Beach, CA 90806

Precision Wellness Center

Aptos, CA 95003

Presbyterian Intercommunity Hospital

Whittier, CA 90602

PRN Ergonomic Services - Physical/OT and Hand Therapy

Milpitas, CA 95035

Professional SportsCare & Rehab

Frederick, MD 21702

Professional SportsCare & Rehab

Location: Granada Hills, Palmdale, Santa Clarita, Tarzana

Tarzana, CA 91356

Pro Sports Club Performance Center

Bellevue, WA 98007

Providence Holy Cross Med Center

Mission Hills, CA 91346

Providence Little Company of Mary Hospital – San Pedro

San Pedro, CA 90732

Providence Little Company of Mary Hospital – Torrance

Torrance, CA 90503

Providence St. Joseph Med Center

Burbank, CA 91505

Providence Tarzana Medical Center
Tarzana, CA 91356

PT Sports Institute (PTSI) - West T
Hemet, CA 92543

Quinn Orthopedic Physical Therapy
Cupertino, CA 95014

Rady Children's Hospital San Diego
San Diego, CA 92123

Ramsey Rehab
Leominster, MA 01453

Rancho Los Amigos National Rehab Center
Downey, CA 90242

Rancho Physical Therapy
Murrieta, CA 92562

Rancho Rehab Center
Rancho Cucamonga, CA 91730

Rancho Wellness Center
Palmdale, CA 93551

Rehab Hospital of the Pacific
Honolulu, HI 96817

Renown Rehabilitation Hospital
Reno, NV 89502

Restor Physical Therapy
Mountain View, CA 90043

Richland Rehabilitation

Richland, WA 99354

Rocky Mountain Sport & Spine

Lone Tree, CO 80124

Robert H. Ballard Rehab Hospital- CMS
San Bernardino, CA 92411

Saddleback Memorial Med Center
Laguna Hills, CA 92653

Salt Lake Regional Physical Therapy
Salt Lake, UT 84102

San Antonio Community Hospital
Upland, CA 91786

San Francisco Spine & Sport Physical Therapy - Financial
District
San Francisco, CA 94114

San Luis Sport Therapy – Movement 4 Life

Athlon AZ: Fort Lowell, Oro Valley, Tanque Verde

AVID CA: Cathedral City, Indio, Loma Linda

Central Valley CA: Bakersfield, Stockton

Delta CA: Galt, Lodi, Stockton

San Luis Sports: Arroyo Grande, Atascadero, Morro Bay,
Orcutt, Paso Robles, SLO, Santa Maria, Templeton

San Luis Obispo, CA 93401

Santa Barbara Cottage Hospital
Santa Barbara, CA 93102

Santa Barbara Cottage Rehabilitation Hospital
Santa Barbara, CA 93102

Santa Clara Valley Med Center
San Jose, CA 95128

SavaSeniorCare Admin Services, LLC
Atlanta, CA 30346

Scripps Memorial Hospital
Chula Vista, CA 91910

Scripps Mercy Hospital
San Diego, CA 92130

Scripps-Shiley Sports & Health Center
La Jolla, CA 92037

Select Physical Therapy – Los Angeles
Los Angeles, CA 90045

Select Physical Therapy – Pasadena
Pasadena, CA 91101

Select Physical Therapy – Palo Alto

Palo Alto, CA 94301

Select Physical Therapy – Torrance
Torrance, CA 90505

Shady Grove Adventist
Rockville, MD 20850

Sharp Chula Vista MC - Acute/Subacute
Chula Vista, A 91911

Sharp Grossmont Hospital
La Mesa, CA 91942

Sharp Grossmont Hospital - Brier Patch
La Mesa, CA 91942

Sharp Memorial Hospital
San Diego, CA 92123

Sharp Rees-Stealy: Mira Mesa
San Diego, CA 92126

Sharp Rees-Stealy: South Bay
Chula Vista, CA 91910

Shea Center
Sherman Oaks, CA 91403

Sherman Oaks Hospital & Health Center
Sherman Oaks, CA 91403

Shriner's Hospital for Children
Los Angeles, CA 90020

Sierra Vista Hospital
San Luis Obispo, CA 93401

SKY Pediatric Therapy
Irvine, CA 92614

South Bay Orthopaedic Specialists
Torrance, CA 90505

South Bay Rehabilitation
Torrance, CA 90505

Sports Medicine Institute
Orange, CA 92868
Los Angeles, CA 90045

Sports Physical Therapy of New York, P.C
Saratoga, NY 12866

Sportsfit Physical Therapy & Fitness
Santa Monica, CA 90404

St. Charles Sports & PT
Wentzville, MO 63385

St. Bernardine Medical Center
San Bernardino, CA 92404

St. Francis Medical Center
Lynwood, CA 90262

St. Francis Medical Center
Honolulu, HI 96817

St. John's Health Center
Santa Monica, CA 90404

St. John's Pleasant Valley Hospital
Camarillo, CA 93010

St. John's Regional Medical Center
Oxnard, CA 93030

St. Joseph Hospital of Orange
Orange, CA 92868

St. Jude Medical Center
Fullerton, CA 92635

St. Mary's Medical Center Long Beach
Long Beach, CA 90813

St. Vincent's Med Center
Los Angeles, CA 90057

Stanford Hospital & Clinics
Stanford, CA 94305

Stay Ready PT & Fitness
Los Angeles, CA 90025

Summa Health System
Akron, OH 44309

Summerlin Hospital & Med Center
Morganville, NJ 07751

Sutter Memorial Hospital
Sacramento, CA 95819

Synergie PT

Los Angeles, CA 90045

Terrio Therapy/ Fitness
Bakersfield, CA 93308

The Queens Medical Center
Honolulu, HI 96813

The Rehab Institute of Saint Louis

St. Louis, MO 63110

Therapeutic Associates PT – Madison Park

Seattle, WA 98112

Therapeutic Associates PT – Portland

Portland, OR 97223

Therapy West, Inc.

Culver City, CA 90230

Torrance Memorial Medical Center
Torrance, CA 90509

Torrance Physical Therapy
Torrance, CA 90503

Total Body PT
Anaheim, CA 92808

Tri-City Medical Center

Oceanside, CA 92056
Travis Air Force Base

Travis AFB, CA 94535

UCLA Medical Center – WLA
Los Angeles, CA 90095

University of Chicago Medicine
Chicago, IL 60637

VA Medical Center
Long Beach, CA 90822

VA Medical Center
North Hills, CA 91343

VA Med Center
La Jolla, CA 92161

VA Med Center – WLA
Los Angeles, CA 90073

VA Palo Alto Health Care System
Palo Alto, CA 94303

Vargo Physical Therapy

Sherman Oaks, 91403

Vargo Physical Therapy

Westlake Village, CA 91362

Vibra Hospital of Northern California

Redding, CA 96001

Vibra Hospital of San Diego

San Diego, CA 92103

Water PT Specialist
Venice, CA 90291

Wellness Works, Inc.
North Hollywood, CA 91606

West Hills Hospital & Medical Center
West Hills, CA 91307

Westlake Sports Physical Therapy
Westlake, CA 91362

Westside Wellness & Rehabilitation
Santa Monica, CA 90404

White Memorial Medical Center
Los Angeles, CA 90033

Wilcox Physical Rehabilitation Center
Anaheim, CA 92801

Wilshire Center PT & Sports Rehabilitation
Los Angeles, CA 90057

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